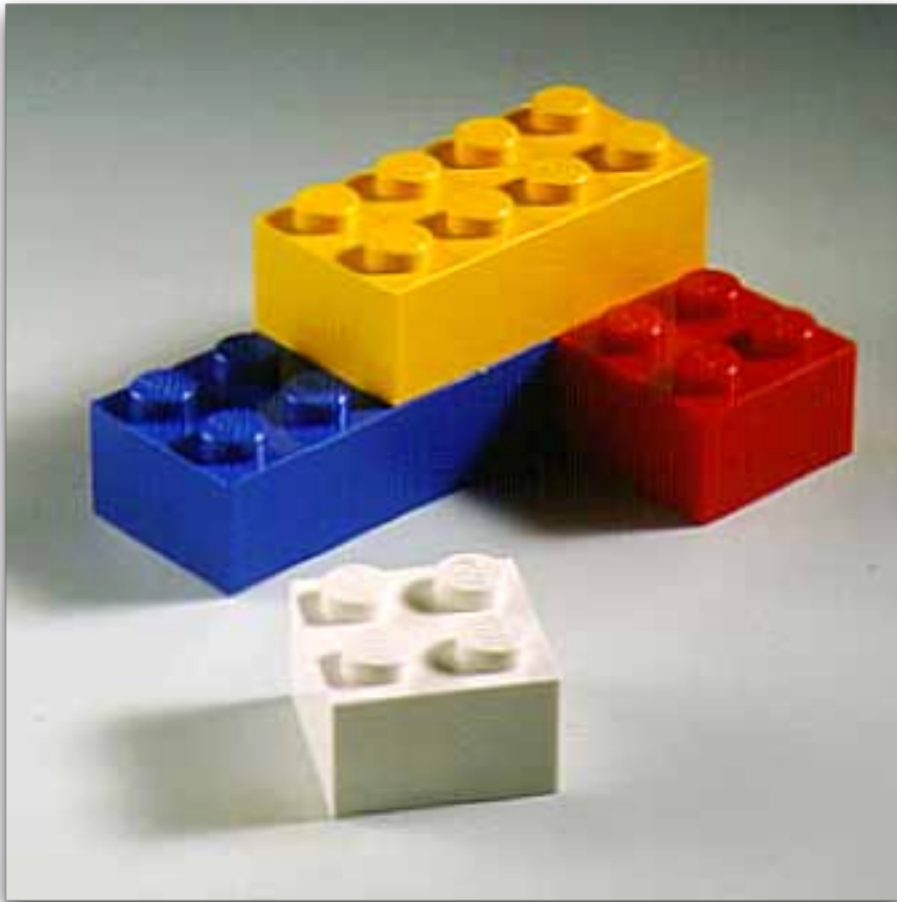


curriculum for excellence

Building **OUR** Curriculum Improving Pupils' Achievements through CfE



Building Our Curriculum Self-Help Group

Year 2 Report – Preparing for the Senior Phase

July 2011

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Building Our Curriculum Self-Help Group
Year 2 Report – Preparing for the Senior Phase

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- see Section B within or use the barcode below:



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Building Our Curriculum Self-Help Group

BOCSH

Year 2 Report – Preparing for the Senior Phase

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Acknowledgements

The members of the BOCSH Group wish to thank their education authorities, as noted in Appendix A, for their consistent support for the work of the group.

Specific thanks are offered to Mr John Fyffe, Executive Director of Education and Children's Services in Perth and Kinross, and to Mr Peter McAvoy, Head of Education (Secondary) for their support in ensuring the timeous publication of the report.

Thanks are also offered to members of several national agencies who have advised, consulted with and supported the development of this report.

A Executive Summary

WHAT IS THIS MATERIAL?

This resource is the second annual report by the Building Our Curriculum Self-Help (BOCSH) Group – a consortium of senior managers currently drawn from a growing group (eleven, at the date of publication) education authorities.

The resource consists of three parts:

- this booklet
- an attached CD containing electronic copies of the booklet, a set of case studies and a set of appendices and support materials
- a publicly-accessible Wikispace containing the current, updated versions of the Case Studies plus further case studies and support materials provided by schools and authorities who were not fully ready to publish at the time of “printing” of this material.

This resource has been produced to support curricular leaders in education authorities and schools with advice and exemplification to support their work in implementing to the highest possible standards, “raising the bar” in terms of teaching and learning, pupil achievement and attainment, curriculum design and timetabling.

The first part of the booklet consists of a core of information on implementation of the senior phase of *Curriculum for Excellence*, emerging practice, related topics such as assessment and qualifications, CPD, profiling and timetabling. The second part of the resource comprises a set of 3-page summaries of the eight school and authority Case Studies. Only the summaries are included in the booklet – the full case studies are supplied on the CD and the Wikispace.

Each school or authority’s philosophy has been developed in the light of initial experience with planning and implementing the Junior Phase to provide a plan for the implementation of both the Junior and Senior Phases of *Curriculum for Excellence*. The work of each school also includes planning for transition between the junior and senior phases and touches on many of the key issues related to successful implementation of *Curriculum for Excellence*.

Each authority/school Case Study includes information on curriculum design, timetabling and staffing, course choice, support for pupils & their learning and interdisciplinary learning (IDL) issues associated with the implementation of *Curriculum for Excellence*.

THE NATIONAL CONTEXT

All schools in Scotland have been working towards successful implementation of *Curriculum for Excellence* for the last few years with the programme “going live” in all Scottish schools in August 2010. In secondary schools, all First Year pupils began learning within the *Curriculum for Excellence* programme at this time. This resource is concerned with that secondary school implementation process.

Improving Pupils' Achievements Through Curriculum for Excellence

Secondary schools are now entering the second year of the programme. This is being carried out against a relatively thin set of national documentation, although the seminal documents – particularly the *Building the Curriculum* series – are essential reading.

This approach to supporting *Curriculum for Excellence* was devised by the original implementation team and has been supported by despite some comment from the teaching profession at large. Further exemplification has been supplied by Learning and Teaching Scotland, by some Scottish authorities and also by some commercial providers. The role of the BOCSH Group against this background has been simply to work cooperatively – with their authorities and with any other willing partners - to develop suitable, useful resources to support the leadership and management of implementation of the *Curriculum for Excellence* programme.

EMERGING NATIONAL TRENDS

This booklet contains a core section which examines emerging national trends in addressing:

- Approaches, models and trends in addressing the Senior Phase
- CPD
- The Learner-Centred Curriculum
- New NQs
- Profiling
- Timetabling Approaches

CASE STUDIES

The resource also contains a set of 6 school Case Studies and 2 education authority Case Studies. Each Case Study is represented in the booklet by a 3-page summary and on the CD/Wikispace as a detailed Case Study containing significant information on why and how the school/authority has approached *Curriculum for Excellence* in this way.

CONCLUSIONS

The resource contains a short Conclusions section which examines what needs to be done next and an analysis of the strengths, weaknesses, opportunities and threats inherent in implementing *Curriculum for Excellence*.

APPENDICES

The resource is completed by a set of appendices which provide further detail on the BOCSH Group, links to a blank Case Study template and the full Case Studies, as well as some profiling and timetabling exemplars. The appendices are rounded off by a set of questions for Curricular Leaders.

B Introduction

This document is the second report by the Building Our Curriculum Self-Help (BOCSH) Group.

The purpose of the document is to provide a sustained analysis of how different schools and authorities have used the opportunities provided by *Curriculum for Excellence* to develop learning frameworks to more effectively meet the needs of their communities, through consultation with pupils, parents and staff. These analyses and the resulting discussions have helped the participating authorities and schools to evince their own philosophies and ethos.

Each school or authority's philosophy has then been further developed in the light of initial experience with planning and implementing the Junior Phase to provide a plan for the implementation of both the Junior and Senior Phases of *Curriculum for Excellence*. The work of each school also includes planning for transition between the junior and senior phases and touches on many of the key issues related to successful implementation of *Curriculum for Excellence*.

Each authority/school Case Study includes information on curriculum design, timetabling and staffing, course choice, support and interdisciplinary learning (IDL) issues associated with the implementation of *Curriculum for Excellence*.

To keep this publication within realistic limits, summaries of the Case Studies are given in Section B. A standardised summary format has been adopted in reporting on each school Case Study, allowing readers to compare and contrast the approaches taken and the issues in different sizes and natures of schools. The full case studies are provided for further, in-depth study on the attached CD. Current, regularly updated versions of the case studies may be found on the web resource which has been made available for public use, with free downloads, by the BOCSH Group. Details of how to access this resource (and how to contribute to its growth) are provided later in this book.

Users may wish to review the earlier work of the BOCSH Group and/or examine the original sample schools' planning for the junior Phase. Since the original report was published electronically in association with Learning and Teaching Scotland, that report and its embedded case studies may be found via the following link:

<http://www.ltscotland.org.uk/sharingpractice/d/developinglearningframeworks.asp?strReferringChannel=search&strReferringPageID=tcm:4-615801-64>

The BOCSH Group – Membership and Aims

This document has been compiled by personnel from the BOCSH Group - a consortium of senior curriculum managers drawn from eleven of the thirty-two Scottish Local Authorities, working in association with colleagues from certain national bodies. Both the Authorities involved and the membership of the group are given in [Appendix A](#).

The BOSCH Group aims to:

- Encourage and support a “coalition of the willing” to provide exemplar material to support local authorities, schools, curricular leaders and teachers engaged in implementing *Curriculum for Excellence*.
- Develop and highlight good practice in leading and managing whole-authority and whole-school approaches to *Curriculum for Excellence*.
- Provide a strategic view of the key actions which should be carried out by schools in implementing both the Junior and Senior Phases of *Curriculum for Excellence*.
- Provide insight into key strategic aspects of *Curriculum for Excellence* such as learning and teaching, assessment and profiling, curriculum design, timetabling, staffing, (personal) support and interdisciplinary learning.
- Develop on-line and textual support materials to underpin development of these key aspects.

Using our Wikispace

The Building our Curriculum Self-Help group Year 2 Report, together with a range of case studies from schools across Scotland, can be accessed on-line at a specially developed wikispace. The URL address is:

<http://bocsh2011.wikispaces.com/>

The site may be accessed by any reader and the linked files and resources downloaded easily for closer consideration. Navigation within the Wikispace is conducted by clicking on the left hand side **pages** links. Please feel free to investigate and use the wikispace resources the group has published here.

Readers with mobile phones able to scan codes may use the following code for direct access to the Wikispace:



The idea of providing a related wikispace is intended to encourage **greater sharing and discussion** of the major issues involved in planning a curriculum to meet learner

needs. For example, in the Appendices section readers can download the original BOCSH Report (2010) as well as a **Blank Template** designed and used by all members of the group in producing their Case Study Reports.

The group would welcome receive additional case studies from any authorities or schools interested in contributing to the ideas contained here. EAs/schools/HTs interested in contributing are asked to use the template and once completed, to send it to the wikispace editor at:

jimd.scott52@btinternet.com

with a request for inclusion/publication.

It is our intention to develop a reservoir of ideas and thinking around building the curriculum via our wikispace – based on the clear understanding that everything included remains a work in progress and that iterations of plans will inevitably be required in order to respond to changing circumstances and the needs of learners etc. Our wikispace should be regarded as a source of ideas and discussions around developing thinking on curriculum planning and organisation.

Background and Context

All schools in Scotland have been working towards successful implementation of *Curriculum for Excellence* for the last few years with the programme “going live” in all Scottish schools in August 2011. In secondary schools, all First Year pupils began learning within the *Curriculum for Excellence* programme at this time. This resource is concerned with that secondary school implementation process.

Secondary schools are now commencing the second year of the programme. This is being done against a relatively light, but seminal, set of national documentation. This approach to supporting *Curriculum for Excellence* was devised by the original implementation team and has been supported by successive despite comment from the teaching profession at large. Exemplification has been supplied by Learning and Teaching Scotland, by some Scottish authorities and also by some commercial providers.

Against this background, the role of the BOCSH Group has been to work cooperatively – with its partner authorities and with any other willing partners - to develop suitable resources to support the leadership and management of implementation of the *Curriculum for Excellence* programme.

This particular resource is provided to support teachers, curricular leaders, schools and education authorities with appropriate exemplification as they engage with the process of continuing the implementation of the Junior Phase and approaching the implementation of the Senior Phase of *Curriculum for Excellence* in their schools. As such, this resource demonstrates the thoughts and processes worked through by a set of volunteer schools and local authorities. Amongst other aspects, it addresses curriculum design, management of course choice, aspects of timetabling and assessment.

Improving Pupils' Achievements Through Curriculum for Excellence

The approach taken in this resource is to provide:

- An executive summary of the subject matter covered in this resource
- A high-level, strategic overview of national trends in implementing the senior phase, transition from the junior phase and related topics within this document
- Hyperlinks to key national documents within the electronic version of this document
- Executive summaries of the school case studies within this document
- A CD version of the full Case Studies as they were at the time of publication of this book
- Links to the BOCSH wikispace containing full and dynamically updated versions of the case studies (and others not included in this booklet).
- A set of appendices within this document, providing useful support material and/or links to further useful support material

Therefore, this document – whether read physically or electronically - is only the key to a wider resource mostly contained on a linked website. This is provided deliberately to:

- Permit each of the Case Study schools to maintain and update their work
- Encourage others to add their own work, thus providing an expanding set of exemplars for all schools
- Act as a focus for study, CPD and reflection.

The National Context

By summer 2011, all the relevant policy papers and national guidance have now been published for the implementation of *Curriculum for Excellence*. Education authorities and schools are engaged in developing their thinking around the forthcoming organisation of S2 (and S3) from August 2011 together with consulting over the possible approaches to take for their learners within the local context.

Three important approaches can be identified in the planning for Curriculum for Excellence in secondary schools at present – those to do with the need for a **partnership** approach to providing the entitlements to the senior phase; those to do with developing **learner-centred** approaches to organising the curriculum, and also those around developing **flexible** approaches to doing so.

For the **first S1 cohort** (that of Session 2010-2011), their senior phase will begin from session 2013-2014 and, as the recent BtC5 'Recognising Achievement, Profiling and Reporting' advice indicated, theirs will be the first S3 profiling process (scheduled for session 2012-2013).

Schools are currently planning their strategies for the senior phase through consultation with stakeholders – learners, parents, staff, community in context, etc.) using national advice available including:

- Management Board [discussion paper for the Senior Phase](#)
- [S1–S6 Progression](#): 'A coherent learning experience' – progression from S1–S3 into the senior phase of Curriculum for Excellence: advice to senior managers in secondary schools

- [Planning for the Senior Phase](#): advice and key questions
- [16+ Learning Choices](#) Policy and Practice Framework: supporting all young people into positive and sustained destinations
- [Senior phase curriculum modelling](#): LTS national exemplars
- HMIE national [advice note](#) around progress with *Curriculum for Excellence* from January 2011

Relevant extracts from such national advice include :

'Every young person is entitled to experience a senior phase where he or she can continue to develop the four capacities and also achieve qualifications'

"Every young person has an [entitlement to a senior phase](#) of education which:

- provides specialisation, depth and rigour
- prepares them well for achieving qualifications to the highest level of which they are capable
- continues to develop skills for learning, skills for life and skills for work
- continues to provide a range of activities which develop the four capacities
- supports them to achieve a positive and sustained destination."

For *Curriculum for Excellence* to achieve its full potential, the curriculum in the Senior Phase should be planned as more than a set of programmes leading to qualifications. There is a continuing emphasis, for example, on Health and Wellbeing including physical activity and opportunities for personal achievement, service to others and practical experience of the world of work.

The senior phase, which takes place from **S4 to S6 in secondary schools** and includes **ages 16 to 18 out of school**, is the phase when every young person will build up a portfolio of qualifications. It is the stage of education at which the relationship between the curriculum and National Qualifications becomes of key significance. The curriculum framework and the qualifications system will provide a range of opportunities to meet the needs of all learners, whether aspiring to achievements at SCQF level 1 or at SCQF level 7.

Partnerships and planning for flexibility in delivery appear to be the key when considering a learner-centred approach to developing a senior phase within the local context. Many EAs and schools are considering partnership and co-planning for the range of experiences and options that will be required to meet the entitlements of the senior phase. Such partnerships include CLD staff, work within consortia arrangements across local secondary schools, work with colleges and businesses/employers, consideration of appropriate web-based and virtual learning opportunities and the like.

As the Management Board senior phase discussion paper states, "In the Senior Phase **all** young people can expect the entitlements set out in BtC3 to be delivered, whatever their individual needs and **wherever their learning is taking place**. Not all young people will be in school during this phase and it is essential they are able to realise their entitlements wherever their learning is taking place. Learning providers including schools, colleges, work based training, community learning and development and other non-formal settings will contribute to this".

Improving Pupils' Achievements Through Curriculum for Excellence

“For many young people school will continue to be the main deliverer of the Senior Phase. However in order to make real the CfE principles this will increasingly involve **partnerships** with a range of other providers. The curriculum should be planned in a coherent way with **partner agencies** to provide a full range of opportunities to meet the needs of all young people.”

Schools are **best advised** to ensure that any consideration and debate around their plans for implementing *Curriculum for Excellence* are focused in the context of their self-evaluation processes leading to a whole-school improvement strategy. Very good advice is contained within the HMIE document “**Improving Our Curriculum Through Self-Evaluation.**” For example, such advice states that;

- this is a time of change to less prescriptive forms of curriculum guidance
- Schools need to innovate to respond to the needs of their learners and communities
- The concept of the curriculum has been expanded to include the totality of experiences which are planned for children and young people. This requires us to expand our thinking about the totality of experiences that comprises a curriculum fit for the 21st. century

Quite a challenge lies before us all in developing both a coherent but flexible way forward and at the same time, ensuring both qualifications and a rich experience for every learner is enabled by the curriculum plan for the senior phase at a time when resources are diminishing. This may restrict the potential of any developing partnerships.

Notes

In Section C, a brief summary of emerging national trends in curriculum design has been presented. This is intended as a reference framework for consideration of the individual Case Studies. It has been drawn from consideration of the views of schools represented in the Building Your Curriculum process, from national and local authority seminars, from discussions amongst the authority representatives in the BOCSH group and from discussions with representatives of other authorities and national agencies.

The work summarized in this document was carried out 2010 and the first half of 2011 with the intention of having the results available to support authorities and schools as they move to consider, identify and finalise their curricular provision for the Senior Phase which begins in Session 2013-2014.

NB *Curriculum for Excellence* (CfE) concerns itself *at least as much* with the “Hows” of learning and teaching as the “Whats” of the curriculum. This document adheres to this approach, concentrating on **why** and **how** each school has combined approaches to learning and teaching. Whilst they cannot be ignored, the logistics of timetabling are not addressed in detail within this document.

C Emerging National Trends

Senior Phase - Approaches, models and trends

There are several approaches to planning the senior phase curriculum emerging across the country at present. Almost all are **works in progress** with iterations and changes anticipated as new and further information around new National Qualifications is published. Many schools are planning around the anticipated and much promised hierarchy of new NQs – so that for example National 5 courses will be completely coherent with Higher, and Higher coherent in the same way with Advanced Higher courses. As such, planning based around a more **learner-centred** approach, i.e. one where the needs and interests will be expedited through multi-level teaching approaches, and where senior phase options are constructed from such needs and interests, is emerging as an important approach to planning the senior phase. It is possible to discern **six** approaches at present :

1 + 1 + 1 approach



S4 - all learners take combinations of Access, N4 and N5 qualifications together with planned experiences in IDL, ethos and life of the school and personal achievements together with Skills for Work

S5 – some learners have left school, but many stay on into S5 following courses as combinations of N5, H, Skills for Work, Consortium and/or college qualifications

S6 - some learners have left school and many stay on into S6 to further their qualifications and experiences including H, Adv H, Consortium and/or college, Internships and work placements, YASS and Scholar etc.

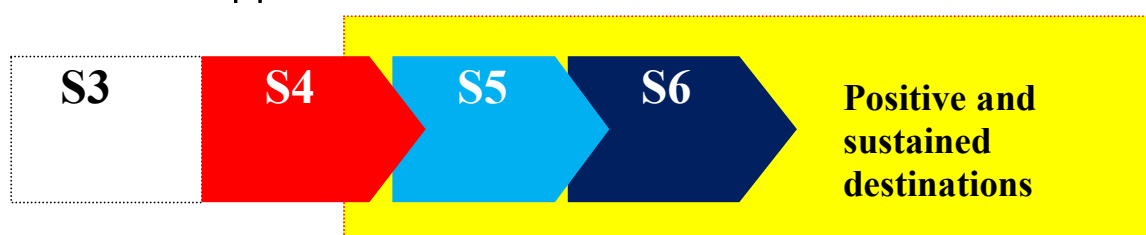
At each stage in this senior phase, the number of subjects studied for by learners is a matter for consultation with the stakeholders – parents, learners and staff. Some agreement across the consortium has taken place around structure of the school week and options offered during consortia time.

Open choice approach across the S4-S6 cohort



School builds its senior phase option structure after detailed learner surveys conducted through individual mentoring/tutoring. Focus is on learner-centred arrangements achieving a range of options depending on individual needs and interests from 5 options through 8. Learners may opt for combinations of qualification levels – e.g. mixes of Access 3/N4, or N5 and H, etc. Leading to mixed age class groupings. Pupils also have the opportunity to study at College, in consortium schools, on work placements, etc. This approach is dependent on detailed partnership arrangements contributing to a rich option structure.

2 + 1 + 1 approach



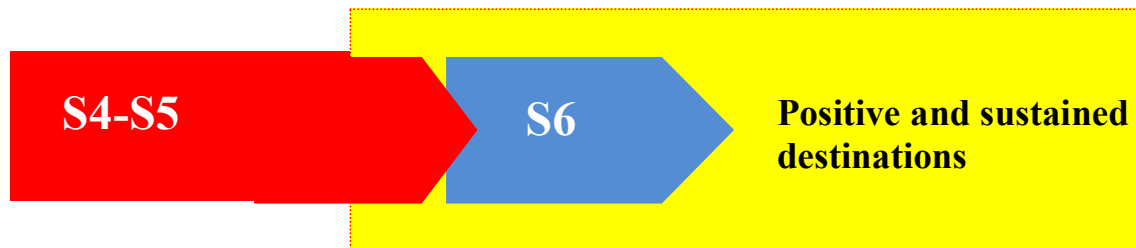
S3-4 all learners take combinations of Access, N4 and N5 qualifications together with planned experiences in IDL, ethos and life of the school and personal achievements together with Skills for Work. Work towards S4 qualifications is embedded within S3 courses and evidence of progress maintained and collated for use in S4. This approach is planned to ensure a wide range of options are available to all learners across S3-4 each given recommended NQ notional time allowances.

S5 – some learners have left school, but many stay on into S5 following courses as combinations of N5, H, Skills for Work, consortium and/or college qualifications

S6 - some learners have left school and many stay on into S6 to further their qualifications and experiences including H, Adv H, consortium and/or college, Internships and work placements, YASS and Scholar etc.

At each stage in this senior phase, the number of subjects studied for by learners is a matter for consultation with the stakeholders – parents, learners and staff. A degree of agreement across the consortia has taken place around structure of the school week and options offered during consortium time.

2 + 1 approach

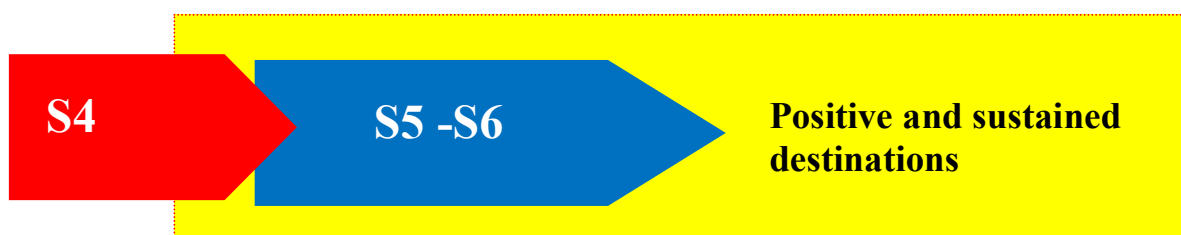


Learners enter S4 opting for a wide range of qualifications appropriate to their needs and interests.

The school has planned around a basis of 2 year experiences where courses are run across a mixed and multi-level approach, e.g. in Geography learners study courses across a planned and integrated hierarchy from N4-N5-H. Some learners opt to take their qualifications at the end of S4 (as stepping stones en route to e.g. N5 or H). Others study for H across 2 years. Some learners leave at the end of S4 having completed a range of Access 3/N4/N5 courses. Most stay on. In S6 learners opt for further study in curriculum areas, for other courses in other curriculum areas and for a wide range of experiences including personal study (YASS, Scholar, web based & virtual learning), community and voluntary services, internships, college courses, etc.

At each stage in this senior phase, the number of subjects studied for by learners is a matter for consultation with the stakeholders – parents, learners and staff. Some agreement across the consortium has taken place around structure of the school week and options offered during consortium time.

1 + 2 approach



S4 all learners take combinations of Access, N4 and N5 qualifications together with planned experiences in IDL, ethos and life of the school and personal achievements together with Skills for Work. Some learners leave at the end of S4 but most stay on to S5 and beyond.

On entering **S5** courses are planned in partnership with learners and parents leading to 2 year qualifications across a wide range of options as combinations of N5, H, Skills for Work, consortium and/or college qualifications, Adv H, web based and virtual learning, appropriate to the needs and interests of individual learners.

At each stage in this senior phase, the number of subjects studied for by learners is a matter for consultation with the stakeholders – parents, learners and staff. A degree of agreement across the consortium has taken place around structure of the school week and options offered during consortium time.

Consortium or EA approaches

Several of the above models are noted as having the potential to be used as the basis for a consortium or whole-EA approach. In such approaches to sharing a senior phase curriculum (as illustrated above), agreement is often reached around which courses and options are to be shared; where such options are to be located (e.g. in a neighbourhood school or college). Such approaches often necessitate restructuring of the period structures (e.g. to a 33 period week) and/or of the school week where dedicated consortium days are supported with local transport solutions to enable such an approach.

For example, in **S4** there may be more of a limited approach to sharing options but college-based and skills for work related courses may be offered as part of the consortium agreement. In **S5/6** a wider range of courses and locations are often made available to learners including those off-campus or virtual/web based.

Continuing Professional Development (CPD)

The nature of the development and implementation of *Curriculum for Excellence* is, and will continue to be, based on national guidelines (BtC series) interpreted through the local context by EAs and schools, to the advantage of all their learners. In order to sustain implementation and maintain a learner centred focus, all CPD activity has to be carefully considered and planned to continue to develop knowledge skills and confidence in CfE.

Wise counsel suggests that “while management is about complexity, leadership is about change”. The BOCSH group has attempted to maintain a clear focus on **the leadership of change** which is best supported through several approaches to ensuring that ongoing priority is given effective professional development including:

- **The big picture** – maintaining discussion of the need for change in a globally competitive and rapidly changing world and the school's possible responses to the future needs of each of its learners (including its teachers)
- **Supporting Learners in their Learning** – a pupil ‘space’ entitlement previously referred to as Personal Support– aimed at developing staff expertise in mentoring/tutoring learners in improving their learning, profiling and recognising achievement, tracking progress and reporting
- **Es and Os** – consideration of both the nature and scope of the Experiences and Outcomes (Early to 4th level); best practice in planning and assessing progress through learning experiences; pedagogy – the art of teaching and learning. There are many approaches to doing so on a continuous basis including

Teaching for Understanding, Co-operative Learning, Critical Skills and so forth – most seem to work best when conducted on a local/cluster/ASSG basis

- **Assessment and developing approaches to moderation** – further enhancing AifL and sharing standards approaches both within the school and across its cluster partners
- **ASG cluster** – a focus on sharing approaches to learning across the wider school community and associated community partners, primary schools and Early Years establishments
- **Interdisciplinary Learning (IDL)** – as above with a focus on connections across learning involving appropriate staff teams working, planning and assessing progress together
- **Literacy, Numeracy and HWB** – as an important area for professional development for all staff including detailed consideration of what learner progress looks like, how best to profile and report on it etc.
- **Partnerships** – professional development with partners from across the community including Primary and Early Years practitioners, CLD and Youth Work staff, College, Business and others

There is much to be considered and done - by individual teachers, by departments and groups of departments, by whole schools, by education authorities, by support organizations such as Education Scotland, by SQA and by the Scottish government itself - over the next five years. For the implementation of *Curriculum for Excellence* to succeed, all of those mentioned will have to work together in a sustained and coherent manner.

If the bar *is* to be raised, if PISA ratings and other similar measures are to be improved, all of those mentioned will require to demonstrate significant flexibility. For example, given the ongoing financial challenges ahead, it is possible that a radical revision of the way collegiate time is planned for, managed and afforded will be required. This would seem to include a far more **clinical use of time** to maximise the opportunities for staff to discuss, plan and work together as well a greater need to ‘manage down’ the time dedicated to governmental/authority/school business “churn” in order to do so.

The Learner-Centred Curriculum

Not only can a learner-centred approach to planning the future curriculum be discerned at present, but national advice around [supporting learners](#) in their learning is being developed in a variety of ways in secondary schools – and can be summarised as follows:

“All children and young people should be involved in planning and reflecting on their own learning, through formative assessment, self and peer evaluation and personal learning planning”.

Schools are planning (and adopting) a variety of approaches to ensuring a more learner-centred curriculum is being enabled. In order to ensure that the process of personal learning planning (which includes regular planned discussions that are used to identify

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and capture evidence of progress and achievements across settings and contexts, with a focus on the skills, knowledge and attributes underpinning the four capacities) is embedded within their curriculum planning and related CPD strategies, consideration is being given to restructuring the school day/week and the role of all staff in doing so.

Such approaches to developing learner-centred curriculae include and are supported by the development and introduction of **tutor-led** sessions - typically planned into the weekly timetable as either one or more discrete periods or in some cases as 25-minute or 30-minute sessions, once a day (first thing or at interval time) where the tutor and a (horizontal/vertical) group of pupils get together with a focus on progress in their learning.

In terms of curriculum planning, many schools are reporting approaches around the use of **learner surveys** (in addition to wider consultation about the nature and scope of the senior phase) as a way of ensuring far more learner-centred and led curriculum design is developed. Such approaches involve survey work with all potential senior learners (in the tutor groups if they exist) to ascertain courses and experiences to meet their needs and interests. Thereafter, the results of the surveys are used to construct a senior curriculum plan with a range and number of options available for individual learners from 5 to 8+ courses depending on their needs and interests. A timetable is then developed to ensure it supports this learner-centred rather than a subject-orientated approach. Some schools are developing this as an approach for the existing senior curriculum and step change planning for the senior phase of *Curriculum for Excellence* from session 2013

New National Qualifications

The *Curriculum for Excellence* programme is inextricably linked to the appearance of new National Qualification courses provided by SQA for use from 2014 onwards.

Qualifications and Changes

The new (and amended) National Qualifications will inevitably play a significant role in enabling young people to demonstrate mastery of the Four Capacities and also the range of knowledge, understanding, skills for life and skills for work they need. These qualifications must reflect the learning that has taken place and also support the development of pathways to the next stage of learning and life. Their credibility - to learners, parents, employers, further and higher education providers alike - will be essential to the perceived success of *Curriculum for Excellence*.

The qualifications system must, therefore, provide a range of opportunities to meet the needs of all young people and adult learners, whether aspiring to achievements at SCQF level 1 or at SCQF level 7. They must be clearly and demonstrably based on the Experiences and Outcomes of the *Curriculum for Excellence* programme.

In summary, the new arrangements include:

- Introduction of a new qualification to be offered at SCQF levels 4 and 5 from 2013/14 - National 4 and National 5. This will replace both Standard Grade (General and Credit) and Intermediate 1 and 2 whilst reflecting the best features of the present arrangements

(Standard Grade Foundation level will be removed, with revised Access 3 qualifications providing an appropriate replacement)

- Introduction of new qualifications in literacy and numeracy at SCQF levels 3, 4 and 5 from 2012/13 - National Literacy and National Numeracy
- The existing Access, Higher and Advanced Higher qualifications will all be retained as points of stability and reviewed to ensure they fully reflect *Curriculum for Excellence*.

Although there have been adjustments to the timescale for implementation of the new/amended qualifications, the process seems to be on track.

Assessment and Moderation

Although *Curriculum for Excellence* is predominantly an exercise in improving learning and teaching and in raising achievement/attainment, it is inevitable that assessment will play a crucial role, both in assisting the learning process and in judging attainment. It is essential that all partners in supporting the learning of the individual child deliver their aspects of assessment – whether that be the use of AfL techniques for formative assessment by all teachers and partner providers, summative assessment by the primary teacher to support transition to secondary, summative assessment by secondary teachers as part of the National Qualifications examination process or the provision of formal examination material by SQA itself. This publication does not address the details of assessment and moderation but acknowledges the crucial nature of assessment in supporting and validating the learning planned for by schools involved in this significant step in Scottish education.

Teacher assessment is perhaps the most significant change evident in the emerging arrangements for the assessment of National 4, although it is already an established feature of other National Qualifications and will feature as part of the National 5 qualification. There appear, however, to be some concerns – from teachers, parents and employers – at the sole use of teacher assessment to validate attainment at National 4. There is also a need to ensure that the arrangements are sustainable – in terms of cost, minimization of the loss of teaching time, availability of supply cover and clarity regarding roles.

Undoubtedly, teacher assessment increases flexibility in course delivery since teachers and learners do not have to plan their learning around the timing of the SQA examinations. It also allows teachers to adapt assessment in ways that suit learners' choices and interests and so increase personalisation and the relevance of assessment and learner motivation. In addition, it keeps assessment approaches 3-15 and the early stages of the qualifications framework consistent and will ease the transition into qualifications for young people. An external exam at this level might be seen as an unnecessary hurdle for most young people and would constrain their progress in learning. However, the application of rigorous quality assurance procedures by SQA to teacher assessments will be crucial in ensuring that consistent national standards are applied across the country.

The ungraded nature of National 4 also appears to be a concern. Employers and FE have clearly stated that they want young people with “better skills”. By introducing an ungraded qualification at SCQF level 4, the Scottish government and SQA aim to free up more time for learning. This will, they believe, lead to improved attainment and better skills. It remains to be seen if this is so and whether this is acceptable to key stakeholders in the longer term.

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It is reasonable to assume that the external assessment at National 5 will continue to provide a useful experience for young people and adult learners in preparing them for examinations at level 6 (Higher) and beyond. Overall, the qualifications are designed with an increasing level of external assessment as learners progress through the qualifications framework.

National Assessment Resource (NAR)

A crucial development designed to support the full implementation of CfE at all levels is the **National Assessment Resource**. The NAR is an **online resource** designed to support assessment approaches for Curriculum for Excellence and to provide CPD opportunities for schools who are encouraged to use NAR as a resource (ideas and approaches) rather than a NAB – NAR is not set up as a bank of off the shelf usable assessments. The idea behind the National Assessment Resource (NAR) is to provide a single place in which assessment materials for Curriculum for Excellence can be stored. This includes assessment materials developed by SQA, LTS and practitioners. It includes examples of emerging practice illustrating how practitioners are interpreting the standards and expectations set out in the Curriculum for Excellence experiences and outcomes across curriculum areas, stages and qualifications.

One of the key functions of the NAR is to provide a way for staff to develop a shared understanding of standards and expectations. The NAR attempts to support them in deepening their understanding and expertise in assessment. It will also help develop their capacity to make sound judgements about progress and achievement in the long run. Eventually staff will take more direct control of the resources within the NAR and contribute to its Quality Assurance.

The NAR is an essential element of the Assessment framework (Building the Curriculum 5). One important purpose of the NAR is to support practitioners in developing a shared understanding of standards and expectations for Curriculum for Excellence and how to apply these consistently. The NAR is initially aimed at supporting assessment for learners aged 3-15. Alongside Glow and SQA Academy, NAR is planned to increasingly support CPD with opportunities to collaborate and discuss assessment approaches built in.

The NAR is designed to provide:

- Quality or kite marked / quality assured examples of a wide range of assessment approaches and evidence - relating to experiences and outcomes in literacy, numeracy and aspects of health and wellbeing across curriculum areas and stages, and within levels.
- Additional materials in curriculum areas across third and fourth levels, developed by schools
- Literacy and numeracy assessment tasks developed by the SQA.

Profiling

A significant outcome of the Broad, General Education (BGE) embedded in the junior phase is the development of an individual profile for each pupil. In keeping with the overall national approach to *Curriculum for Excellence*, there has been no detailed specification or exemplification of what a profile might/should contain.

The original specification for a profile from the national documentation indicates that it is a statement which will summarise the pupil's achievements during the BGE. Beyond that, one might say that there is ample scope for individualisation. Key components (see BtC5: a framework for assessment: recognising achievement, profiling and reporting) of a profile would include:

- information on progress and achievement across all curriculum areas, as appropriate to the stage of learning and development: this will refer to the learner's best achievements in relation to the experiences and outcomes at the curriculum level which the learner has achieved
- information on progress and achievement in literacy and numeracy, and in HWB
- a learner's statement: the learner, with appropriate support, will include a statement outlining his/her latest and best achievements, in or out of school
- as appropriate, a record of qualifications and awards: this may include SQA qualifications and any other qualifications and awards

Since the remit of this publication is to support the completion of the junior phase, the transition from the junior phase and the senior phase itself, it necessarily embraces profiling and thus some advice is offered here. Inevitably, anyone attempting a profile will fall back on the concept of *profiling* as a formative activity to support the development of the individual and the production of a *profile* as a summative record of the pupil's achievement and attainment.

Profiling forms part of the **process of support for pupils and their learning**. The approaches taken to this by the schools sampled in this document are outlined in the case studies. Although the profile itself is a summary of the BGE, it would be reasonable to assume that, with all pupils staying on for 1, 2 or 3 years of the senior phase, the profile should also summarise the pupil's progress and achievements in these years.

It is assumed that the profile will be an expandable paper/electronic document, depending on the preferences of the authority/school. Exemplars of some of the profile pages noted here will be provided on the BOCSH wikispace and this will be a part of the work of the BOCSH Group in Session 2011-12. Accordingly, the following core specification is offered for a pupil profile:

- Target-setting – overall summary, single subject target and goal records
- Es and Os – summary of completion of families of Es and Os
- Wider Achievements – summary record
- Skills – summary record
- Work-related learning – summary record
- Attainment summaries – S4, S5, S6
- Subject/interdisciplinary reports
- Personal statement

The key to successful profiling will be the extent to which the learner drives and manages the process and the means by which the school supports the learner through the efforts

of staff mentors/tutors and senior pupil peer supporters. It cannot be a sterile paper-chase.

Timetabling Approaches for CfE

In a small publication such as this, it is not possible to encapsulate the full scope of timetabling for *Curriculum for Excellence* or all of the subtleties of *Building the Curriculum 3* (BtC3). Nevertheless, the key points of BtC3 provide a focus for the timetabling advice contained below. Readers are encouraged to re-read BtC3 itself, to consider the Cameron/Bloomer rewrite and/or related material from national/authority/school sources. It is also important that readers are familiar with BtC4 on skills and BtC5 on assessment, as these also bear directly on timetable structures.

Building the Curriculum Documentation

For many readers, BtC3 is synonymous with its own page 13 which summarises the key components of CfE. However, readers should examine the whole document carefully as many of its sentences (particularly in the pages immediately after page 13) are springboards to much larger areas of development. BtC4 and BtC5 are perhaps less fruitful for timetablers. There are, however, key messages – not least about skills progression - in these which must also be integrated into our curriculum designs.

BtC3 page13 defines the curriculum as “the totality of all that is planned for children and young people throughout their education” , identifying the key aspects of the curriculum:

- **4 Capacities** - successful learners, confident individuals, responsible citizens and effective contributors
- **4 Contexts for Learning** - Ethos and life of the school, curriculum areas & subjects, interdisciplinary learning, opportunities for personal achievement
- **8 Areas of learning and development** - Expressive Arts, Languages & Literacy, Health and Wellbeing, Mathematics & Numeracy, Religious & Moral education, Sciences, Social Studies, Technologies
- **7 aspects of good Learning and Teaching**
- **6 Entitlements:**
 - a curriculum which is **coherent** from 3 to 18
 - a **broad general education**, including the experiences and outcomes well planned across all the curriculum areas, from early years to S3
 - a **senior phase** of education after S3 which provides opportunity to obtain qualifications as well as to continue to develop the four capacities
 - opportunities for developing **skills for learning, life and work** with a continuous focus on **literacy, numeracy and health & wellbeing**
 - **personal support** to enable them to gain as much as possible from the opportunities which *Curriculum for Excellence* can provide
 - support in moving into **positive, sustained destinations**
- **7 Principles of Curriculum Design** - challenge and enjoyment, breadth, progression, depth, personalisation & choice, coherence, relevance
- **5 aspects of Personal Support:** review of learning, meeting needs, planning for personal achievement, support for choice, partnerships
- **4 Values** and finally **Arrangements** for assessment, qualifications, self-evaluation & accountability and professional development

Although compressed onto a page, the above represents a fairly comprehensive view of what timetablers must support and enable in implementing *Curriculum for Excellence*. Readers are strongly recommended to review pages 13 to 21 of BtC3 for further insights. This document now briefly examines the junior and senior phases of the secondary curriculum.

What Is GOOD Timetable Design for CfE?

Timetable design is frequently considered to be complex. It is also sometimes confused with curriculum design, with staffing negotiations, with management of qualifications and even with design of educational buildings. Although all of these bear on timetable design, at its simplest good timetable design is the process of converting the school's agreed curriculum embodying learning opportunities for all young people and teaching activities for all their teachers within a planned structure of periods, days and weeks which enables accommodation, resources, teachers and students to consistently come together at the correct place and time in appropriate numbers.

In so doing, the timetable should:

- Facilitate and enable the provision of appropriately active and challenging learning experiences for the largest possible percentage of young people in a school within the constraints of available staffing, accommodation and resources
- Embody the curricular principles and structure agreed within the school community's approach to *Curriculum for Excellence*
- Maximise the effectiveness of teachers and make best use of their available teaching time
- Maximise the effective use of available accommodation
- Facilitate as *great a* choice of learning and qualification pathways for individual learners as is possible
- Enable specific aspects of support for learners
- Minimise the extent to which the need to create a system to manage learning inhibits the opportunities for individual learners.

Together, these provide an appropriate level of challenge for the timetabler.

Philosophy into Practice

Timetable design is concerned with turning the curriculum agreed within the school into physical opportunities for learning and teaching. *Good* timetable design does just that. Successful timetablers consider and integrate the available staff, accommodation, resources and partner-provided assets to meet the needs of individual learners, providing a framework of curricular pathways suitable for their current achievement/attainment status. The Holy Grail of the timetabler is to be able to meet all the needs of every learner, preferably within the constraints of staffing and rooming. The reality is that there may be insufficient numbers of particular types of teachers or rooms and spaces to provide everything. At this moment, a number of constraints begin to inhibit the timetabler's ability to achieve perfection.

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Not-so-good (or inefficient) timetable design does the opposite. It can sacrifice the needs of the individual learner in the face of constraints (avoidable or otherwise) which dictate that only pathways A to K (or worse A to C) are available to meet everyone's needs, usually with some compromise (on the part of the learner or teacher or both).

However, the above description is a crude division between "good" and "bad". In many/most schools, there will inevitably be compromises to be made due to deficiencies in information about learners' needs, reductions in freedom due to increased individual choice, lack of finance, staffing or resources, shortcomings in accommodation or lack of partnership opportunities. With careful timetabling, many of these can and should be improved but some (certainly finance in the short term) of these factors may be beyond the control of the timetabler at any point in time. What must be done is to identify where flexibility does exist and to exploit this to provide the optimal timetable for each learner in the school.

Considering and Meeting Individual Learners' Needs

The key word here is "individual", but it must be carefully used as very few authorities or schools have the resources to offer *every* learner *every* opportunity they may desire.

Building the Curriculum 3 (BtC3) indicates that:

"All children and young people should experience personalisation and choice within their curriculum, including identifying and planning for opportunities for personal achievement in a range of different contexts. This implies taking an interest in learners as individuals, with their own talents and interests."

This implies that individual information gathering, e.g. "dry runs" of course choice processes, will be of great assistance to the *Curriculum for Excellence* timetabler. However, BtC3 also notes that:

"The curriculum must be designed, managed and delivered to take full account of each learner's individual needs and stage of development. This does not mean that there is an individualised approach to curriculum planning. Designing the curriculum requires planning in partnership with young people, their parents and carers and with a range of others who can contribute effectively to their learning, based on good evidence of progress in learning. "

Like almost all of BtC3, a few sentences imply much. **ALL** young people must have access to choice and personalization, not just those in S4-6. As we shall see later, this implies a rethink of the way in which most Scottish timetablers have built their timetables, with a bias towards the S4-6 years. This does not, however, imply early certification. However, it does imply that monolithic processes which put all S1 –S3 pupils through a virtually identical experience (albeit a very staffing-efficient one) are no longer the starting point for timetabling S1-3.

Timetablers must give heed to learners as individuals, but are not charged with producing thousands of individualized programmes. Philosophy will need to be tempered by pragmatism, but the starting point is clear. A **supported pupil-centred approach**, incorporating the views and needs of the whole school community and

supported by a flexible curricular structure which supports those needs, is the start point for constructing a timetable which provides a broad range of high quality learning experiences for learners of all ages and abilities.

Approaches to Timetabling

The stereotype of “traditional” timetabling practice is that of the solo timetabler labouring somewhere – their office, home, a timetabling course/workshop - to “create next year’s timetable” amid clouds of vapour which obscure the process from anyone but the timetabler him/herself. Whilst that *may* be apocryphal, it is true that the processes that lead from curriculum design to course choice to timetabling are not always accorded the importance they should, often due to time pressure on senior managers.

Curriculum for Excellence offers us a priceless opportunity to place the major focus of the school on improving learning and teaching and to have all members of the school community – teachers, support staff, pupils, parents and community partners - focused in detail on how to achieve this. There will never be a better opportunity to have the school community decide *together* on key aspects of how to unify and improve the unholy trinity of the curriculum structure, the course choice information/guidance given to learners/parents and the construction of the timetable itself. In particular, it is an opportunity to re-examine all the strengths/weaknesses of the school in the fresh light of *Curriculum for Excellence* and to make significant improvements.

It is worth noting the views of others in this context. Learning Together: Lessons About School Improvement [HMIe, 2010] says:

“Our evidence shows that acceptance by staff of the school’s strengths and development needs, whether identified through inspection or self-evaluation, is a prerequisite for improvement. In schools where staff do not accept the nature and extent of weaknesses in the school’s work, improvement is significantly slower. It is therefore important to ensure that all staff are involved in gathering a wide range of evidence on the school’s performance, analysing the evidence to identify strengths and weaknesses, using benchmarks and comparisons where appropriate, and planning for improvement. The role of the education authority in moderating the school’s view of itself is crucial. The involvement of stakeholders in preparing and implementing the school improvement plan is also an important factor.”

This tends to suggest that a fresh, well-considered and well-discussed approach to preparing a timetable process for *Curriculum for Excellence* will bear considerable fruit (if carefully nourished). To begin the process, we need to consider major factors which impact on our ability to produce a timetable which meets the needs of all learners as near to all of the time as possible:

Week Structures

The shape of the school week has significant consequences for the efficiency and usefulness of the timetable. A school week consists of 1650 minutes – traditionally 330 minutes per day for 5 days.

In the past, schools tended to operate a 40-period but most schools have progressed to a 30-period week or some variation of this such as 32, 33 or even 55 period weeks.

Table 1

MODEL	30 periods (v.1)	30 periods (v.2)	30 periods (v.3)	32 periods	33 periods	40 periods	55 periods
Periods per Day	6	6	6	7,7,7,7,4	7,7,7,7,5	8	11
Asymmetric / Symmetric (A/S)	S	S	S	A – (either Fri pm for CPD, etc. or 3 shorter pm's)	A – (either Fri pm for CPD, etc. or 2 shorter pm's)	S	S
Length of period	55	53	50	50	50	40	30
Regn/Supp Time	0	12	30	10	0	10	0

Teacher Contact Time – Staffing Capacity

The school week either maximizes or partially wastes the teaching time available from each member of staff. Each teacher is contracted to teach for 22 and a half hours per week. This represents 1350 minutes per week. In each of the week models shown above, the use of teacher time is as follows:

Table 2

MODEL	30 periods (v.1)	30 periods (v.2)	30 periods (v.3)	32 periods	33 periods	40 periods	55 periods
Periods per Day	6	6	6	7,7,7,7,4	7,7,7,7,5	8	11
Asymmetric / Symmetric (A/S)	S	S	S	A – (either Fri pm for CPD, etc. or 3 shorter pm's)	A – (either Fri pm for CPD, etc. or 2 shorter pm's)	S	S
Length of period	55	53	50	50	50	40	30
Regn/Supp Time	0	12	30	10	0	10	0
Max Teach time	1350	1350	1350	1350	1350	1350	1350
Wasted teaching time per teacher (m)	30	18 or 25 (reg/non-reg teacher)	0 (non-reg can take 3 extra periods)	0 (non-reg can take 1 extra period)	0	20 or 30 (reg/non-reg teacher)	0
Max teaching periods	24	24 (25 if non-reg)	24 (27 if non-reg)	26 (27 if non-reg)	27	(33 if non-reg)	47

The figures drawn from this Table may be used to calculate the **staffing capacity** of the school for any given week structure. See Load & Capacity Costings below.

Accommodation

Although not within the compass of this booklet, the other chief constraint on a timetable is the availability of the correct number of (appropriate types of) rooms for each column at each stage. Depending on how radical a school's approach to CfE is, this could impose constraints on the timetable or require expenditure of scarce funds to improve/change accommodation. Common changes in recent years have centred around the (re-)appearance of vocational facilities such as hairdressing salons, professional kitchens, garage facilities, dance studios, stage facilities and building trades facilities. Many PPP schools have appeared with these inbuilt. For some of the other schools, this has been a more painful and sporadic process but equally necessary if the needs of all learners are to be effectively (and equably) met across Scotland.

Load & Capacity Costings

The **staffing capacity** of the school is calculated by multiplying the number of staff by the number of teaching periods per teacher (using the figures from Table 2 above), less any other agreed commitments such as ring-fenced management time or in-house cover time.

This is compared to the **curricular loading** generated by calculating the number of periods needed to carry out the agreed courses, calculated by summing the number of courses times no of periods for each column at each stage. These must be totaled by subject as well as the overall total to ensure that each subject can function effectively. Loadings for non-departmental activities such as internal cover (usually quoted around 3-4%), timetabled interdisciplinary learning, and timetabled personal support must also be calculated against each department to ensure that there is sufficient capacity at all times of the week.

The introduction of personalization and choice in S1 and S2 and the management of the transition process from the junior phase to the senior phase may potentially unbalance established staffing patterns and must be carefully planned for. It is unlikely that local authorities will be able to support radical shifts of staffing where this would necessitate redeploying/removing numbers of staff. The recent trend of removing compulsion in Modern Languages is a particular case in point, with some schools experiencing significant shifts in staffing, the excesses of which may not be able to be redeployed and may thus be an additional cost to the school.

The viability of a timetable is governed by whether the staffing capacity is larger than the overall curricular loading.

Efficiency & Effectiveness

The timetable is **efficient** if it maximizes the use of available teacher time.

The timetable is **effective** if it provides appropriate choice for every learner whilst providing flexibility for the timetabler in his/her allocation of time to columns and subjects.

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N.B. Readers are asked to note that some timetabling tools to support the curricular design and timetabling of *Curriculum for Excellence* are provided on the BOCSH Wikispace in the timetabling section.

D Case Studies and Summaries

Overview

The Case Studies provided here have all attempted to embody the philosophy of *Curriculum for Excellence*, to marry this to the ethos of their schools and the needs of their pupils, to demonstrate their planning for transition from the Junior Phase and their planning for implementation of the Senior Phase. They have also addressed the issues raised in Section C of this publication.

The Case Studies contained in this section illustrate the work of individual schools and entire education authorities in responding to the opportunities and challenges of *Curriculum for Excellence*. They represent the work of six different schools and two separate Local Authorities. As such, they have been chosen to exemplify a range of size, catchment, denominational status and circumstance.

The schools are:

Case Study 1 -	Dingwall Academy	Overall Roll: 1065
Case Study 2 -	Dumbarton Academy	Overall Roll: 650
Case Study 3 -	Perth High School	Overall Roll: 1500
Case Study 4 -	Portree High School	Overall Roll: 600
Case Study 5 -	St. John's RC Academy	Overall Roll: 1100 (all-through)
Case Study 6 -	St. Joseph's RC Academy	Overall Roll: 730

The Education Authorities are:

Case Study 7 -	Moray Council
Case Study 8 -	West Lothian Council

In each case, the school or authority has addressed the following issues:

- Size and Nature of School/Authority
- Junior Phase Summary
- Implementation of Senior Phase Structure
- Staffing, Rooming and Timetabling
- Leading Whole-School Transition 2010-2016
- Assessment, Reporting and Profiling
- Exemplifying Appendices

Executive Summaries

The purpose of this publication is to take a succinct approach to the planning, implementation and leadership of *Curriculum for Excellence*, transition and the Senior Phase.

In an attempt to ensure that readers will not be daunted, either by a huge tome or a vast website, only summaries of each case study are included in this booklet, but in sufficient detail to permit the reader to decide which full case studies to access from one of the electronic sources (see below).

A typical full case study contains ten to twenty pages of detailed information, often accompanied by further appendices, on why and how the school or authority is approaching *Curriculum for Excellence* in the way it has.

On-Line Resource

The full Case Studies are contained (in the form they were in on the date of publication) on the accompanying CD. The CD contains the eight Case Studies and a limited amount of supportive material.

The full Case Studies and a greater range of support material are available in updated form on the BOCSH Wikispace (see Page 4). The Wikispace itself has been kept “lean” in order to:

- Make navigation simple
- Emphasise key aspects of leadership of *Curriculum for Excellence*
- Encourage others – schools and authorities - to contribute emerging practice to the site
- Highlight best practice in a simple, easily-found format.

Case Study 1: Dingwall Academy - 1065 Pupils

SENIOR PHASE - SUMMARY

1 Introduction

Dingwall Academy has moved forward on CfE developments through a long process of curriculum self-evaluation and review and consultation with relevant stakeholders ranging from ASG colleagues to parents and learners. The Head Teacher has been involved in the Highland Curricular Architecture Group, but colleagues at all levels are involved in CfE working groups, both in and beyond school, and Dingwall Academy is committed to a culture of distributed leadership.

Significant features of this development to date have included:

- the move from a 30 to a 33 period week to free up time for desired CfE elements
- the creation of a set of electives in the Broad General Education Phase
- the embedding of timetabled CfE Support for Learners

2 Description of School

Dingwall Academy is 6-year semi-rural comprehensive situated in the town of Dingwall, in Ross-shire. The school roll stands currently at 1065, and this is likely to stay stable over the next few years, even though S1 numbers for 2011-12 will be 60 down on the present cohort. Approximately half the school complement is bussed to and from school daily.

Dingwall Academy is part of an Associated School Group (ASG) along with 10 associated Primary Schools. There is a Gaelic-medium unit within the school, and the school has an Integrated Support Team which includes, amongst other things, provision for learners with visual and hearing impairment.

The current staff complement, including Support, is 86.1FTE.

3 Junior Phase - Summary

Dingwall Academy's vision for the implementation of a CfE structure in Years 1-3 has been taken forward principally by developing

- better joint curricular work with associated Primaries
- a set of Electives to foster interdisciplinary learning as well as underpin the principle of Personalisation & Choice
- a House Tutor system to support learners

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- adjustments to curricular provision including the incorporation of British Sign Language as a language choice in S1 and the introduction of integrated Social Subjects.

What has facilitated such changes has been the move from a 30 to a 33 period week, which has freed up staffing to support the new initiatives.

Details of the Curriculum Plan and staffing “efficiencies” are provided in Appendices 1 and 6/7 respectively of the full document.

Transition into the Senior Phase in S3 is being supported by the development of two half-year “masterclasses” to provide greater depth of focus within chosen curriculum areas. At the same time, greater flexibility in providing courses in the Senior Phase that match learners’ needs and aspirations is being promoted through a staged option process.

4 Implementation of Senior Phase Curricular Structure

The provision in S4-6 has been designed around the learner and his/her individual pathway towards likely destinations beyond school. Thus, S4-6 is seen as one cohort, with a number of different routes for individuals, six in the proposed model (see Appendix 4 of the full document). The model has been designed to allow for certificate courses, courses and elements that promote learner achievement, and work-related learning.

Parental views have indicated a desire for more than five certificate subjects to be offered in S4. The norm is likely to be six, but adjusted according to the individual’s learning plan. The norm in S5 is likely to be five courses, and in S6, either three or four along with curricular enhancements that promote individual achievement or are work-related inserts.

Partnership working is also a key feature of Senior Phase provision. For example, the school has for a number of years engaged with Inverness College’s Vocational Pathways day-release courses (largely, but not exclusively, Skills for Work), and also offers vocationally-oriented courses as part of Highland’s School-Business programme. Fuller details of the range of partnerships are provided in Appendix 5 of the full document.

The school wishes to maintain its wide provision in Advanced Higher, with 15 courses projected for 2011-12, and also to build on early interest in the Scottish Baccalaureate in Science. Given the stable school roll projections, it is hoped that the current level of teaching input (3 x 50 minutes) can be sustained.

Provision is envisaged for two periods of PE in the Senior Phase and a programme of RME that is not discretely timetabled.

The school’s involvement with activity agreements in the 16+ initiative pilot phase has helped to develop positive and sustainable destinations for young people who are not going on directly to a job, training or to further or higher education.

5 Staffing, Rooming and Timetabling

There is a staff complement of 86.1 FTE which is expected to remain stable over the next few years.

Dingwall Academy is a PPP school and staff and learners moved into it in 2008. All staff have their own teaching room, and senior students have access to an open and distance learning area. The library is a combined school-/public library.

As stated, timetabling of key changes for CfE has been aided by the change from 30 to 33 periods of 50 minutes. Timetabling is done electronically and experience of managing learners' options as part of CfE "dry-runs" to date is very promising.

6 Leading Whole-School Transition: 2010–2016

The Senior Management team of five which aims to meet on a weekly basis is strengthened by nominally fortnightly meetings with Middle Managers as an Extended Management Team, and CfE issues are standing items on agendas.

Priorities include embedding and extending to other year-groups some of the initiatives which have been introduced through the consultation and consensus model, eg the Electives and House Tutor arrangements.

The same approach will be taken with emerging initiatives such as tracking and portfolios, Masterclass arrangements for S3.

7 Development of Assessment, Reporting & Qualifications

S1-S3 assessment and reporting approaches, and Quality Assurance mechanisms, are currently being developed in line with Highland policy guidelines.

In the Senior Phase, Dingwall Academy is striving to provide all young people a range of qualifications that go beyond traditional subjects, whether these be work-related or focused on individual learner achievement, and whether school or community-based or a combination of both.

Case Study 2: Dumbarton Academy - 650 Pupils

SENIOR PHASE - SUMMARY

1 Introduction

This case study was developed through processes which include consultation with staff, pupils (via the Pupil Council and additionally through focus groups with year groups), and parents (through the Parent Council), as well as with the support of the Local Authority

2 Description of School

This school is a non-denominational comprehensive school serving the town of Dumbarton in West Dunbartonshire. Its catchment is very mixed, supporting some leafy suburbs and some high deprivation areas. The intake has historically been 4 form entry – around 120. However, a falling roll will challenge our ability to deliver a coherent, relevant and broad curriculum to all pupils, especially in the Senior Phase.

3 Junior Phase - Summary

It is our belief that S1-3 should be a three year programme with a Broad General Education. All pupils in S1 and S2 will study all curriculum areas across the breadth of outcomes and experiences. It is hoped that all pupils, as far as possible, will access the full range of outcomes and experiences and that the greater majority of pupils will be “secure” at the Level 3 outcomes by the end of S2. S2 pupils will be offered a choice of elective subjects (2 periods per week). In S3 pupils will continue with a Broad General Education, but with an element of personalization and choice within four curricular areas. There will be a limited school-based Skills for Work programme

The school has an established pattern of Inter-Disciplinary Learning in S1 (see LTS website). Since 2007, S1 pupils have participated in 3 thematic projects. We discuss how we will build on this during the next two years in both S2 and S3.

Literacy, Numeracy and Health & Wellbeing will be the responsibility of all and whole-school working groups have been developing policies for departments to put into practice.

In session 2010/11 the school moved to Vertical Registration (VR), after a process of consultation with staff and pupils, to try and create the foundations for improved personal support. We are now considering through consultation developing registration time into a 30 minute daily mentoring period from 2012-13.

Assessment developments are being taken forward. We are using the Seemis *Click and Go* Tracking and Reporting system for the Junior Phase. The Senior Phase reports will be enhanced to take account of wider achievement. The school is currently developing various systems to ensure pupil progress is tracked from Primary school to Senior Phase.

4 Implementation of Senior Phase Curricular Structure

The process of arriving at an agreed Senior Phase has taken nearly two years, and has involved all staff, pupils, parents and the Local Authority. We agreed the new structure would need a holistic, inclusive approach to pupils' education and include personalization and choice, personal support, health and well being, personal achievement and IDL in some format, but in the context of a projected falling through to 2015/16. The following parameters were agreed:

- the timetabling of S4-6 as a block allowing viability of classes
- pupils in the Senior Phase to choose either 5, 6 or possibly 7 courses.
- a basic six column structure with all pupils having a H&W / Elective input either in one column (5 courses – Higher or AH) or by extraction one period from each column (6 courses – mixed level 3/4/5 and H)
- pupils in S4 required to study RME and PE (3 periods in all).
- Strong focus on pupil support: 5 X 30-minute periods for mentoring per week.
- 30 X 50-minute periods, maximizing efficiency of staff
- IDL projects integrated into S1-6 curriculum

Progression pathways for Level 2, 3 and 4 students have been considered including:

- Courses at all levels including free-standing units and alternative certification
- Vocational pathways via the Local Authority's Skills for Work programme
- Baccalaureate and Advanced Higher provision through consortia arrangements

Pupils will be encouraged to continue with Literacy and Numeracy in the senior phase, predominantly through studying of English and Maths. In addition, the Academy has a tradition of offering pupils opportunities for inter-disciplinary learning and personal achievement. It is planned to widen these opportunities through the Health and Wellbeing column in the Senior Phase.

The vertical registration (VR) system will provide senior pupils with support to improve their own learning and achievement and allow them to support their younger peers in a number of roles, such as leadership, peer support and mentoring.

5 Staffing, Rooming and Timetabling

Planning for the Senior Phase has included the following:

- A spreadsheet showing the loads and capacities for each session from 2010-11 to 2015-16, with a falling roll and resultant reduced staffing. They also show the savings and deficits and the FTE required to run the timetable.

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- Rooming and accommodation issues, particularly with the move to the new school building, scheduled for December 2012, and the transition requirements for this move in 2011-13.
- A timetable schematic for S3-6 Session 2015-2016, when the full CfE programme will be in place, showing how the columns will work for S3-6.
- A number of Transition issues leading to 2015-2016 timetable.

3 Leading Whole-School Transition in the period 2010–2016

Dumbarton Academy embraced *Curriculum for Excellence* at a very early stage. We have as a team developed:

- 6-year strategic plan from 2010-2016 for the implementation of CfE
- A strategic timeline for the overall implementation
- A strategic plan for the phased introduction of the mentoring period (support)
- An overview of interdisciplinary learning, S1-3 and Senior Phase
- Dry run course choice forms were processed, using pupils currently in S4-6 to allow likely pupil choices to be assessed
- A fully-fleshed and robust policy on Self-Evaluation
- Training requirements for staff

Concerns for the use of available finance and resources are also discussed, particularly in the present climate of budget cuts. The setting up of a Development Fund and an IT “Refresh” fund, are flagged up. We also look at the implications for Promoted Post Structure in the short and longer term.

7 Development of Assessment, Reporting and Qualifications

Many of the aspects of this area are still not clear from a national point of view and will be subject to on-going development. The school is already participating in a pilot regarding E-Portfolio and will participate gladly in any processes involved in the development of assessment and reporting S1-3 and the Senior Phase, and with the development of S3 profiles.

8 Appendices

- High level curriculum plan
- Sample course choice forms
- Indicative Pupil pathways from “dry runs”
- Sample loading matrix (spreadsheet)
- Sample timetable schematic (S3-6)
- Strategic timeline for overall implementation.

Case Study 3: Perth High School - 1500 Pupils

SENIOR PHASE - SUMMARY

1 Introduction

This case study was developed as a result of almost 3 years of discussion with all school staff, the pupil council, the parent council, associated primary headteachers and local community representatives. This development has also become the basis for similar developments across the local authority. All four secondary schools and a college within the city are carrying out a similar exercise to that contained herein. Particular emphasis is being given to partnership learning with learning programmes involving schools, colleges, universities and local companies.

2 Description of School

Perth High School serves a large catchment area approximately 50 kilometres by 15. It has around 1500 pupils from a mixed urban-rural catchment area, with over 40% of the pupils transported by bus from the rural hinterland. An S1-S4 year group consists of 260 – 300 pupils. The pupil body is drawn largely from the top five deciles of the Scottish Index of Multiple Deprivation but has a 20% grouping in the lowest quartile of the index. There is also migration to the school from neighbouring schools.

The school has had significant success in raising attainment over the last decade, breaking the overall school attainment record in each of the last three years.

3 Junior Phase - Summary

The school has effective links with its 16 primary schools and a strong transition programme. Working groups of primary and secondary leaders are continuing transition planning for *Curriculum for Excellence*. Transition pathways for pupils who are secure or consolidating at curricular Level 2 are a priority but a small but significant minority will make the transition from a position of being at Level 1 or from early awareness of Level 2

There is limited choice at the end of S1 and a more open choice at the end of S2, balanced by the use of IDL across courses, timetabled integrated task-based learning and timetabled personal support sessions. These factors provide a broad, general learning experience in S1-S3 for all pupils. Most pupils will have completed, or nearly completed Level 3 learning by the end of S2. At the end of S2, pupils have choices **within** the 8 curricular areas, moving towards the subject areas which will be examined in S4. Subjects chosen for S3, however, are required to cooperate in completing the full BGE, aided by timetabled/cross-curricular IDL experiences recorded through profiling.

A final checkpoint between October and Christmas of S3 sees each child (with mentors, guidance teachers and parents) consider appropriate pathways as they approach S4. Pupils are able to progress to seek qualifications in 5, 6 or 7 subjects in S4.

Two cross-curricular committees, Literacy/Numeracy and Health and Well-Being (HWB), provide support for departments and have helped to direct cross-curricular work arising

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from the results of the curricular audits. A third - Learning and Teaching - has supported all staff in adapting their teaching and learning methods to support the introduction of *Curriculum for Excellence*, also developing the Learning to Learn aspects of the 2-period timetabled IDL time in S1-S3. A fourth – for IDL - has supported and encouraged the development of interdisciplinary learning in a range of contexts:

- An S1-S3 Integrated Task programme (See Appendix E in the main report)
- Days Out of Curriculum to support Outdoor Education, International Education
- Cognate developments e.g. integrated approaches in the Sciences & Social Studies
- Cross-Curricular developments from 3-department links to 10 to 12 departments.

The Support for Pupils and their Learning programme has a particular focus in the daily 25-minute support period. Pupils are grouped in vertical House-based registration groups. Assessment developments are being taken forward in accordance with the materials being developed by SQA. The school has developed three possible profiling systems.

4 Implementation of Senior Phase Curricular Structure

The Senior Phase model has been designed around our learners' individual pathways through this phase and to positive, sustained destinations. S4-6 is seen as one cohort, with different routes for individuals. In the Senior Phase, the school is working with consortium schools, colleges and partner providers to provide all young people a broad and increasing range of qualifications which includes traditional academic subjects, vocational opportunities, first steps in college or university courses, partner-provided (mostly vocational) courses and/or activities focused on individual learner achievement.

Although the school began the senior phase development as a single-school approach, the development has grown to encompass all five local secondary schools with local colleges, universities and employers. A steering group coordinates the activities of the five schools and CfE aspects of the work of the local college. To ensure that all main progression pathways are supported appropriately, agreements have been formed (and are being further developed) with major local employers, colleges and universities.

The following issues were also considered in developing the curriculum structure:

- Transition from a broad, general education in S1 - S3
- 5 to 7 (or 8?) Courses in S4- and part of S3 (strong parental/pupil request)
- Up to 5 courses in S5/6
- Opportunities for personalization (strong pupil request)
- Use of minor courses alongside main courses to support BGE
- Build on existing strengths in IDL
- Powerful focus for Support

Learner journeys have been considered and pathways developed for pupils moving into the Senior Phase at Levels 3 and 4. Factors examined and planned include numbers of courses available at different levels, provision of 1-year/2-year programmes of study, vocational pathways, Baccalaureate provision, partnership working (FE, HE, employers, vol. sector, etc.), consortium arrangements (City Campus provision), projected impact on achievement and attainment, including SQA progression issues and the role of courses and other enriching curricular elements such as free-standing units or alternative certification.

In the Senior Phase, IDL continues in a range of contexts, including Complex Tasks, days/half days out of curriculum to support leadership training, employment skills, Outdoor Education, International Education and community involvement.

The Senior Support programme again has the daily 25-minute support period. Senior pupils are in the same vertical House Support groups as juniors but their role is two-fold - to be supported in their own learning and to support younger learners by providing assistance. Again, key themes for the seniors are transition support to FE/HE/work, target-setting, tracking and mentoring, support for homework and classwork, an enhanced assembly programme, participation in selection of aspects of PSE, community involvement and the acquisition of wider skills – for life, work and learning

The school invests heavily in supporting seniors through e.g. skills training, leadership training, interview skills training, attendance at Open Days and/or Careers Fairs, Duke of Edinburgh experiences and a range of Outdoor Education courses and certification. Senior pupils also have access to the more developed parts of the international/global citizenship programme, including visits to Africa, Asia and North America.

5 Staffing, Rooming and Timetabling

Much effort has been invested in planning for *Curriculum for Excellence* through development of course models, trial timetables, analysis of staffing implications, rooming and accommodation analysis and analysis of transition issues. Benefits and issues relating to the City Campus are currently being discussed with our partners.

6 Leading Whole-School Transition in the period 2010–2016

Members of the senior leadership team, principal teachers, emerging leaders and volunteer members of staff have all had opportunities to lead or jointly lead aspects of this development. A suite of tools has been developed to support all staff, particularly those in leadership positions. These include:

- A 7-year strategic plan and timelines for the implementation of CfE
- An audit of the Junior Phase (See Appendix A of the main case study)
- Development of models, timetables, staffing, rooming and teaching materials
- “Dry-runs” of course choice (See Appendix B of main case study)
- Staff load matrices for the years to 2015 (See Appendix C)
- A strategic plan for the implementation of IDL, including a 3-year framework (See Appendix E), a full set of tasks with multiple options (and linked to identified sets of Es and Os), assessment guides, resource packs and teachers’ notes.
- A full *Curriculum for Excellence* CPD programme, including cooperative learning.

7 Development of Assessment, Reporting and Qualifications

The school has representatives in a range of SQA development teams, including Curriculum Area Review Groups (CARGs), Qualification Development Teams (QDTs) and short-life subject working groups. This experience is used to influence preparations for qualifications and also developments in S1-S3 profiling and assessment & reporting (currently being developed in line with Perth & Kinross policy guidelines).

Case Study 4: Portree High School - 600 Pupils

SENIOR PHASE - SUMMARY

1 Introduction

Our CfE Working Group has been in place since 2006 and a number of models for both Junior and Senior Phases have been produced. We intend asking learners to feed back on the proposed Senior Phase models. The Head Teacher has been part of the Local Authority Working Group.

Our aim in Portree High School is to maintain the current curricular structures as much as possible while still striving to offer pupils a full and comprehensive education. This is due to a falling roll, overstaffing in some areas and very tight timetabling in other areas.

2 Description of School

Portree High School is a six-year rural school in the West Highlands serving the island communities of Skye and Raasay. We have a Roll of 603 which has declined significantly over the last few years. Projected roll for session 2011 - 2012 is 618. We have 40 pupils who reside in a school hostel each week and a large number of pupils come to school each day by bus, some travelling for over an hour.

We have a college campus – part of West Highland College - on site. This allows us to offer college options in each of our 5 senior column choices. We are proud to be a Gaelic medium school.

We have a high staying-on rate and we have a very good track record in our 16+ positive destinations project pilot which all Highland Secondary Schools were involved in.

3 Junior Phase - Summary

We believe in a broad, general education for the first 2 years here in Portree High School with some choice in S3. There is a very active ASG group with the high school having 14 associate primaries. Our Primary - Secondary transitions are carefully planned to build on prior learning with specific focus on literacy and numeracy projects over the last three years.

A curriculum map for S1-3 is provided in the full document.

We are currently part of the NESTA (National Endowment for Science, Technology and the Arts) I-discover project, with all S2 pupils experiencing 11 days of activities. Audits of Numeracy, Literacy and Health & Wellbeing have enabled us to identify gaps in provision

and to fill these gaps through interdisciplinary work. There are regular interdisciplinary staff meetings and projects have been established over the past two sessions.

The Social, Emotional and Behavioural Difficulties department have been involved in a recycling bike project, an animation project, which has won an award, and are currently doing Asdan courses. The impact here is that there are fewer discipline issues with these pupils and they are being reintegrated back into whole school life. These projects involve the whole school and the local community. The success of these projects has attracted authority and national recognition. We have been nominated for the TES Outstanding Community Business Award in 2011.

Personal Support will initially be currently offered through registration which lasts for 11 minutes each morning and through PSE. We are working towards a system where staff volunteer - initially with current P7 and S1 - which will begin to roll out in August 2011.

Transition to senior phase will involve option choices at the end of S2 with amendments and adjustments being made at the end of S3 on an individual basis. Learners will be able to study up to 8 subjects in S4. This will possibly be adjusted to 7 by 2014.

4 Implementation of Senior Phase Curricular Structure

We have a higher than average staying on rate for S5 and S6. Our vision is to provide each young person with a personalised option choice which allows for breadth and progression whatever level of ability that young person has.

This has been facilitated by having a college facility on site (West Highland College), very good business partnerships and extended SQA qualifications such as Leadership and Employability Skills and a selection of Health and Safety at work courses.

We now offer vocational courses in each of our 5 option columns. We work with a wide range of providers and we are developing innovative ways of delivering a worthwhile curriculum to our young adult learners (Appendix 1 of full document).

We have a very comprehensive Vocational pathways programme aided by West Highland College. Our Partnership working (FE, HE, employers, vol. sector, etc.) 16+ transitions and positive destinations are highly effective and well regarded in the Authority and at national level (Appendix 2 of full document).

We will have compulsory English and Maths until at least the end of S4. We would hope to find a method of offering self-standing units in literacy and numeracy at national 5.

We give very good Support to pupils moving into positive and sustained destinations beyond school. There is increased partnership working with Skills Development Scotland. This is an integral part of 16+ learning choices here in Portree High School.

5 Staffing, Rooming and Timetabling

We have a staff of 53 FTE and, with our falling roll, are currently in the process of reducing staff. This will take 2 sessions and means that we will lose 7.5 FTE by the end of 2012. This is a major reduction in staffing and will lead to a slower change than might otherwise be anticipated.

We have an adequate number of rooms because of our new build and can also allow the West Highland College to use some of our rooms. This is a real bonus as it gives maximum flexibility when designing the option columns.

We currently operate a 30-period week with 6 53-minute periods per day and an 11-minute registration slot at the beginning of each morning.

6 Leading Whole-School Transition in 2010–2016

Our vision here in Portree High School is to provide all learners with a personalised, custom-built curriculum that leads to meaningful life choices.

Amongst other key issues, one of the main aims and a key development project in Portree is to improve learning and teaching in this period.

7 Development of Assessment, Reporting & Qualifications

Highland Council has produced an interim report format. We will use Phoenix e1 in session 2010-11 for S1 reports. We are developing our own electronic assessment system (see appendix 4 of full document). This is currently being used in Maths and Science. It is more portfolio based.

We are currently looking at ways of recording individual pupil achievement (see appendix 3 of full document).

Case Study 5: St. John's RC Academy (1100 Pupils – All-through)

SENIOR PHASE - SUMMARY

Introduction

St John's Academy is a 3-18, all through RC School with capacity for a nursery of 100 pupils (50/50), 400 primary pupils and 600 in the secondary. The school is at the centre of the North Inch Community Campus with state of the art community facilities for Arts, Sports and Leisure serving the area of North Perth, in particular Muirton Park, North Muirton and Fairfield.

This is an area under major re-generation to address the multiple social and economic deprivation challenges. An ongoing concern for the school is the poverty of ambition which is a feature for many families.

As a denominational school our catchment is far reaching, taking pupils from all areas in Perth City and rural Perth and Kinross. St John's Academy is also a 'Sports Comprehensive' in partnership with our neighbouring secondary school, Perth Grammar

Currently we have just over 20% of our pupil population who require EAL support, mainly for Polish. 30% of our children enrolled for Primary 1 intake for session 2011-2012 are Polish. According to the Scottish Standard Index of Multiple Deprivation, 8% of our families are listed in the lowest decile, 16% in the bottom 2 deciles and our average FME for our all through school is 14%. These figures represent the highest deprivation statistics of all PKC schools.

2 Principles

The main aspects of this initiative have been:

- Focus for School Improvement Plan 2010-15
 - Learning & Teaching
 - Curriculum
 - Self Evaluation, Quality Assurance, Quality Improvement
- Focus on inset and collegiate time
- Collegiate Groups leading developments
- Development of 3-18 curriculum:
 - Cross sectoral development
 - Cross sectoral teaching and learning
 - Piloting cross sector management and leadership structures

3 Developments – Nursery/Primary

Nursery/primary developments are centred on:

- Joint planning with nursery and primary staff at early level

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- Primary staff developing planning formats for learning, teaching and assessment
- Pilot of NAR materials
- Development of Profiling and Portfolio pro forma

4 Developments – Junior Phase

Junior Phase developments have included:

- Incorporation of B tC3, BtC4 and BtC5 key points into school Improvement plan
- Key focus within Inset time, collegiate time and department time on learning and teaching issues
- Focus on techniques such as Co-operative Learning and revisiting of Assessment is for Learning strategies
- Development of Learning Rounds
- Development of Interdisciplinary learning moving to a more systematic approach to integrated learning across areas of the curriculum throughout the junior phase
- Specific development of IDL through Sports Comprehensive Programme
- Development of integrated social subjects
- Development of support structures
- Mapping of Experiences and Outcomes across the curricular areas

5 Developments – Senior Phase

Senior Phase developments have included:

- Incorporation of B tC3, BtC4 and BtC5 key points into school Improvement plan
- Models for Senior Phase proposed and discussed.
- Discussion re number of courses studied (5-7)
- Timetabling models devised up to 2015-16
- Development of partnership with Perth City Schools, Perth College, Business Partners, local Community Learning & Development, North Inch Community Campus Partners including Live Active Leisure to develop skills for life, work and learning

6 Learning and Teaching

The Learning and Teaching development has included:

- Major focus on Co-Operative Learning and Assessment is for Learning to improve learning and teaching
- Learning Rounds as a model for capacity building

7 Interdisciplinary Learning

Development of IDL has included:

- Gathering evidence from planning of the extensive opportunities being developed for IDL

- Dedicated time allocated on Inset days and collegiate time for planning IDL across PE, HE, DET, Science, Social Subjects, Mod. Langs., English, Maths
- Sports Comprehensive initiative has provided a vehicle to develop IDL in PE, HE, Science and DET
- Development of transition programme focussed on values, leadership and skills
- Focus on literacy across learning across LMG and secondary school

8 Support for Pupils and Their Learning

Significant time and resources have been applied to the development of Support for Pupils and Their Learning, including:

- Discussion on Inset, SLT meetings, extended leadership team meetings, whole staff meetings to agree support model for 2011-12 and beyond
- Phased approach – 15 minutes per day in 2011-12
- 30 minutes per day 2012 and beyond
- Vertical “house” groups established
- Year 1 – focus on profiling, building a portfolio, study support
- In house training for staff May/June 2011

9 Assessment, Reporting and Profiling

Work here has included:

- Piloting “profiles/portfolio” from Nursery, Primary and Secondary
- Piloting of NAR materials across Primary and Secondary
- Focus on Assessment, Reporting and moderation in LMG and Secondary

10 CPD

- All priorities on SIP 2011-12–15 inform the focus for Inset time and collegiate time
- Presentations, papers, discussions, feedback all available for staff on GLOW and school server
- Use of ongoing evidence from self-evaluation to identify future priorities
- Development of faculty approach for leadership and management

11 Engagement/Consultation with the School Community

Included:

- Series of presentations to parents/parent council
- Involvement of pupils in piloting resources/materials/portfolios
- Consultation/feedback from pupil voice/evaluations across the school

Case Study 6 - St Joseph's RC Academy (730 pupils)

SENIOR PHASE CASE STUDY

1 Introduction

School staff have considered trends in pupil choice in recent years and qualifications which might complement existing ones or provide a more appealing alternative. Additionally, departments are discussing cross-curricular and IDL activities which provide a more joined-up experience. Parents have been consulted in focus groups about *Curriculum for Excellence* and about the school's proposals for Senior Phase and the structure and format of options in the years ahead. Pupils have been taken through a series of options exercises to ascertain trends if a free(ish) choice was available. The information gleaned was used in successful discussions with the F.E. college and has led to significant change in provision for session 2011-12 particularly with regard to school-based, college provision. The Local Authority has supported these developments. Discussions continue about developing consortia arrangements which will facilitate better AH provision across the authority.

2 Description of School

St Joseph's Academy is a 6-Year Comprehensive Secondary School serving the Catholic Community in East Ayrshire and additionally serving the immediate area in Kilmarnock. About 70% of the school population is entitled to school transport. There is a wide range of social and environmental contexts and St Joseph's population profile reflects the authority-wide catchment mix of rural to town. The school show 16% FME, 43% Clothing Grant and EMA 40%. The mission statement for the school reflects the need to embrace differing needs in our young people.

The projected roll for the years ahead shows a downward trend, affecting the level of flexibility we will have. Our roll will reduce from 733 this session to 635 in 2015-16. This represents a significant level of change. We moved into our new building in April 2008 as part of a Campus which includes St. Andrew's P.S. and St. Andrew's Nursery Class. The St Joseph's Learning Community is an effective structure to support the development of our young people from 3-18. There are six partner Primary schools. We also have good relationships with our local parishes and there is a strong sense of community and shared values in our partnership.

3 Junior Phase - Summary

Curriculum Design for the BGE has been devised with a clear implementation strategy and with the following principles and considerations in mind:-

Ethos and Life of the School as a Community

Learning and Teaching

Whole school Issues

Creativity, Enterprise and ICT

Aims and Strategic Direction

Principles of Design

Literacy, Numeracy &HWB

The curriculum will be organized around:-

Subject Areas	Timetabled inter-disciplinary learning
Timetabled planning time for pupils	Collaborative learning projects
Curriculum inserts	Extra Curricular Activities/Experiences
Out of school learning and Achievement	

The subjects/period allocations for S1, S2 and S3 represent a slight revision from the original version in terms of some times allocated. The final term of S3 will complete the BGE but is strongly focused on preparation for Senior Phase and will be the result of Options Choices made in March of that session. There will be a mixture of choice, compulsion, subject rota. Early presentation is absolutely ruled out. Choices will be made, in the main, for senior phase courses to run from S3-5/6 with an appropriate review of choices and progress at the end of S5. We will plan for pupils to be able to sit National 4/5 at the end of S4. Arrangements for Interdisciplinary Learning remain as before with a timetable slot of 3 periods plus one period of PLP per week. We will have three IDT's in S1 and S2, two IDT's in S3 after which (when choices have been made) the IDL time will provide space for a masterclass or similar. Subject departments are currently developing a cross-curricular task with a paired department which will use an existing element of a course, matched to another Subject's work to combine to provide a joined up experience which provides more than the two separate parts but with minimal additional work. A PSE day will be used to showcase this work.

4 Implementation of Senior Phase Curricular Structure

Pupils and parents have been consulted in both large and small focus groups. Teaching staff have had opportunities to project ahead and focus on learning and teaching issues. The greater depth of focus on destinations for young people has also provided a much-needed revitalizing of vocational education and its currency for young people. Models have been discussed and tested to something like 70% confidence levels. There are still however, too many possible changes to what might eventually happen regarding SQA courses or cutbacks to staffing to be more certain. A key issue for us will be the diminishing flexibility allowed by our staffing quota.

The overall shape of the curriculum is really 3 + 3. It could be argued that it is 3+2+1. Our Enterprise Academy will continue the focus on creativity and leadership for young people and will be a direct route into work experience for a number of young people. There is a desire to work towards the baccalaureate in the longer term but as yet our priorities are such that it has not yet been taken forward. We have made great strides in our links with the local college, particularly in tapping into school-based support for specific areas. Recently announced cutbacks will mean a considerable re-think with that.

The senior phase will be a logical progression from S3 with an emphasis on informed choices and decisions towards lifelong learning. The basic premise will be that upper school courses will be taken over two years, in S4 and S5, but there requires to be flexibility to allow progression through National Qualifications levels through S4, S5 and S6.

5 Staffing, Rooming and Timetabling

There are no plans at present to change the timetabled week. The current commitment to IDL in the junior phase is 4 out of 30 periods or 13.5%.

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It is possible to speculate that the balance of staffing may move in the following ways:

- English will remain the largest department but with an enhanced role in IDL. The continued growth of LS360 in S1-3 could lead to 'departmentalising' of the course.
- Junior and Senior teaching teams would require more staff to make up the latter
- The role of the pastoral and senior management team in QA and development could mean a revision of their teaching commitment.

The options form is structured around pupils in S4 and above choosing a portfolio of qualifications (between 5 and 10). Departments need to have the flexibility to offer multilevel classes with 'nested' qualifications, but must also be able to offer major/minor classes. The high level curriculum map drawn up in 2009 proposed that as well as offering (where possible) the Scottish Baccalaureate, we also develop our own interdisciplinary qualifications either in collaboration with the SQA or through another provider or partnership with a university.

The proposed structure for the senior phase offers plenty of scope for sustainable partnership working. The proposed model offers possible savings through reduction of senior school sections (in some subject areas), planned, sustainable use of external providers and formation of teaching teams but the proposed model also presents possible deficits through the range of interdisciplinary experiences and enrichment options in the senior phase and the need to have dedicated major/minor classes.

There will be a need to ensure that staff are able to deliver any restructured curriculum. If a less departmental approach to curriculum structures is adopted this will require CPD. Introducing new NQs alongside existing NQ courses will be a significant transition issue.

6 Leading Whole-School Transition in the period 2010–2016

Leadership at all levels needs to become the norm. The overarching priority is to provide the type and quality of experience which will engage young people in their education in a way which takes their learning to new heights. Staff need the opportunity to continue to develop methodologies which allow children to learn effectively. In order to manage the crucial stage of implementation when dual systems are operating it is our intention to use a totally flexible column structure to provide flexibility necessary to accommodate radically different qualifications in the same specific subject. It is not anticipated that the management structure of the school will alter from its present format as a major exercise was undertaken recently. It is anticipated that training and development will come from in-house sources more and more. It is my intention to set up our own leadership academy for staff and pupils to support this.

7 Development of Assessment, Reporting and Qualifications

There remains a degree of uncertainty around Assessment and Reporting. Reporting is being developed in the Education Authority in an effort to come up with an agreed format. The development of S3 Profiles would be greatly assisted by an e-solution which will support recording of achievement and e-reporting. It is anticipated that most pupils will achieve National 4 or better in Literacy and Numeracy. Whilst we plan to run courses over S4/5 we will make appropriate arrangements for pupils who intend to leave at end of S4 to sit National 4 or 5 as needed. National 3 will be accessed as needed. If additional exam diets are introduced then the situation would be completely reviewed.

Case Study 7 - Moray Council

SENIOR PHASE CASE STUDY

Background

Curriculum for Excellence [11/2004] set out a 3-18 curriculum focused on achieving clearly defined, rounded outcomes for children and young people. Its associated rationale required schools to devise a curriculum designed to “enable all children to develop capacities as successful learners, confident individuals, responsible citizens and effective contributors and one which would allow young people to achieve and develop deeper understanding in their learning. The changes required present a significant challenge to our schools. This Case Study outlines the approach taken by Moray Council to support its schools in meeting that challenge.

Meeting the Challenge

As a small local authority, particularly at this time of financial difficulty, our ability to support schools in significant transformation was/remains constrained. Accordingly, it was imperative that we utilised and shared the experience and expertise that existed across the eight schools in Moray. Our mechanism for this was to organise a series of curriculum seminars attended by four members of staff from each secondary school. Over the course of the seminars, each school was given the opportunity to present to and have challenged by colleagues, their emerging rationale on curriculum design.

The Curriculum Seminars were designed to:

- Provide opportunities for staff in Moray to participate in the activities and discussions used at the National “Testing the Framework” events
- Allow Head Teachers, Deputies and Principal teachers from schools across Moray to meet, discuss and share ideas with each other
- Draw on the knowledge and expertise of LTS, Scottish Government and SQA personnel as well as input from schools in other authorities
- Focus thinking on curriculum design and associated implementation issues

The authority, recognising that we required significant advice and input from outwith the authority, invited many external contributors to present at the above seminars. The views expressed and the way forward outlined in this Case Study represents Moray’s position at this time. In reaching those views, however, we would wish to acknowledge the valuable external input at our seminars, the support we received from LTS, the ideas gleaned from materials other schools and authorities were willing to share with us.

The Junior Phase – Providing a Broad General Education

Before schools can prepare for the senior phase, they must first devise their junior phase provision. Provision in the junior phase must take account of and build on experiences from associated Primary schools and also provide a strong platform for learning in the senior phase and for success in the qualifications that await young people there. Attainment in the senior phase will be enhanced by the broader knowledge and skills base, the deep learning and the higher order thinking skills developed in the Broad General Education (BGE) provided in S1-3. The first challenge facing schools, therefore, was the design of a broad general education in S1-3 that would:

- adhere to the seven Design Principles of CfE;
- be based on the Experiences and Outcomes provided for each Curriculum Area;

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- plan for the effective development of literacy, numeracy and health and wellbeing ensuring consistency of practice across the school;
- be subject to a process of on-going self-evaluation.

Accordingly, this challenge was the key focus of the four seminars held in Session 2009-10. The involvement at these seminars of HTs, DHTs and PTs ensured a wide range of perspectives on the matters discussed and issues raised. A record of the views that emerged and the decisions taken by Moray on how schools could incorporate the seven principles of curriculum design and use the Experiences and Outcomes at Level 3 and 4 to deliver the BGE required are presented in the full Case Study in the CD associated with this publication. Electronic copies of a set of appendices and support materials devised in Moray to assist schools in both the design and subsequent implementation of their design are also available on the Wikispace referred to earlier in this document.

Whilst the S1 – S3 curriculum was the focus of the above events, it was acknowledged that any projected changes in S1-3 would necessarily impinge on what schools could subsequently deliver in the senior phase. Thus, a number of senior phase issues arose during the course of the early seminars as did issues relating to transition between the primary and secondary sectors. In relation to the senior phase, the concept of an S4 – S6 design template emerged and received considerable support. Following the seminars, schools were asked to submit their S1–3 curriculum design to the Authority. Submissions were regarded as works in progress as it was anticipated that thinking would continue to develop and that on-going evaluation and changes in circumstance might well lead to subsequent changes being made.

The Senior Phase

Prior to committing to an S1 – S3 curriculum design, schools wanted some consideration to be given as to what would be required in the senior phase and reassurance that their intended design could be implemented. Accordingly, a number of senior phase events were organised in Session 2010 – 11. In addition, a small group was established to investigate the timetabling issues related to the implementations of revised S1 – S3 curriculum designs and the anticipated move to an S4- S6 template (See Section 5).

The purpose of the above events was to assist school staff in formulating initial thoughts on the design of the senior phase curriculum. As for previous seminars, schools were asked to send a team of four or five staff. Given the strong emphasis of partnership working in the senior phase, a range of stakeholders and partners such as CLD staff, FE Colleges, Skills Development Scotland were also invited to be involved.

Questions raised and addressed by staff at these seminars included:

- How many courses should be provided for S4 – S6 pupils and need there be a common number of courses across all secondary schools in Moray?
- In 2013-14, New National Qualifications will only be available at National 4 and 5. Should we consider a standalone S4 in 2013 -14?
- Need English and Mathematics continue to be compulsory in S4? What other constraints affect any intended curriculum design?
- What implications are there for schools arising from the phased introduction of the new national qualifications and “dual running”?
- How can we maintain/enhance the breadth of provision in the senior phase making best use of limited resources, consortium arrangements and partnership opportunities?

A record of the views expressed and the current position taken by Moray on these is given in the full Case Study on the CD. Following the seminars, Moray's intended way forward for the senior phase was finalised and is documented below.

All Moray schools have been asked to prepare for an S4 – S6 template as from Session 2013 – 14. The main rationale for this was to widen the range of options that schools could make

available to its young people in the senior phase. Options currently not viable in S4 or S5/6 might be viable across S4 – S6 and a common template will facilitate partnership working and consortium arrangements. Schools will continue to be supported in developing the Broad General Education required up to age 15. Work will be undertaken to support schools on this and schools will be asked to evaluate the impact of their evolving design on attainment and achievement in their schools.

Given the above, schools will be asked to finalise plans for their senior phase provision. Currently, schools will be asked to deliver generally five qualifications in the Senior Phase (with a potential for six in S4). Particular circumstances may lead to individual pupils sitting more or less. Partnership provision in the senior phase will be evaluated and will be evolved and developed to meet required needs.

Moray will prepare for possible alternative approaches to the delivery of Advanced Higher and minority Higher courses in an attempt to ensure equity of provision across the authority. This work, along with increasing partnership activity with local employers, agencies and Colleges, should inform and enhance provision in the Senior Phase.

All Moray secondary schools operate a 30 period week. The Authority will consult on a common school day designed to facilitate timetabling convergence and the provision of blended learning and partnership working in the Senior Phase.

Staff will participate in assessment and moderation activities designed to lead to a greater shared understanding of “levels”. Such provision will also provide a valuable CPD opportunity which will share and promote good practice in learning and teaching.

Moray is attempting to establish an authority baseline against the seven HMIE characteristics for CfE. A draft rubric has been developed for this purpose and is being trialed this term.

Appendices, Support Material and Implementing School Designs,

The following appendices are available on the Wikispace associated with this document.

Appendices 1-3 - outlining the draft curriculum designs of the three schools involved

Appendix 4 – The Elgin High Experiences and Outcomes Spreadsheets

Appendix 5 – The Moray High Timetabling Spreadsheet for Modeling and Costing

Conclusion

This Case Study documents a process of consultation that began in Session 2009-10 and continues as this Case Study is written. It involved four/five staff from each of our schools working together, sharing ideas and discussing the myriad of issues thrown up by Curriculum for Excellence. The presence of class and principal teachers at the seminars was designed to involve staff at all levels, promote a wide-ranging debate and support strategic planning in schools in the challenging task of devising revised curriculum designs. Their presence also ensured that learning and teaching was at the forefront of our thoughts and that any structural change envisaged should be devised with improved learning and teaching provision in mind.

The process required schools to share their evolving thinking with colleagues in other schools. Over the course of the meeting, each school was able to hear about, learn from and challenge the designs of every other school in Moray. Concerns and uncertainties remain, however, both locally and nationally. Given the transformation that CfE is designed to bring, this is to be expected and should not be allowed to detract from the progress and good work that is being made by staff in schools. Thus, Moray schools are beginning to develop a clear curricular vision. Their challenge now is to develop and put in place the “clear plan” required to get them from “A to B”. The challenge to the Authority is how to support their schools in the implementation of their plans and the Authority’s current intentions in this regard have been outlined earlier.

Case Study 8 - West Lothian Council

SENIOR PHASE CASE STUDY

Background

In West Lothian Council, faced with uneconomical classes and budget reductions, far reaching proposals for subject choice and timetabling for senior pupils are being considered. The current organisation of learning and teaching in the senior years of secondary does not make best use of resources and timetabled teaching time nor can it offer students sufficient choice of subjects and progression to the next level. This fresh thinking is reflective of Curriculum for Excellence and how best to use available resources to deliver a curriculum for the 21st century. The intention is to expand pupil choice and support teaching in minority subjects within the constraints of budget.

Proposal

The aim is to

- create a 'West Lothian Campus' which will provide senior school students with equity of access and flexible progression pathways in subjects of their choice;
- sustain and develop courses at Advanced Higher, the new Baccalaureates and some Higher Courses;
- provide best value through changing school timetabling structures to facilitate learning in a wider campus embracing Further Education, schools, training providers, the voluntary sector and employers;
- make the best use of online learning tools such as Glow and Scholar.

Context

The period from S1 to S3 (the Broad General Education) has a clear purpose: that all young people will have a strong platform for later learning and for successful transition to qualifications at the right level for them.

As young people move in to the Senior Phase of education, they must continue to have opportunities that reinforce their broader learning and achievements through a range of experiences. At this point, young people will start building a lifelong portfolio of qualifications. As young people move into Higher and Advanced Higher courses, the number of students opting for specific subjects falls. If schools are unable to run all courses, either due to accommodation or staffing constraints, then pupil choice is limited. If smaller classes are allowed to run, the impact on the school can be the disproportionate allocation of such resource to the more academic students.

Advanced Higher classes have average numbers across West Lothian Council of 3.8 – 7.2 pupils per class. It is recognised and acknowledged that classes of three or four pupils are not sustainable.

West Lothian Council have formed a working group to design a Senior Phase curriculum which meets the purposes and principles of Curriculum for Excellence, in particular one which supports personalisation and choice and makes best use of available resources. It is essential that such a curriculum is suited to all young people and delivers positive and sustained destinations for all.

Progress to Date

A Senior Phase Implementation Group chaired by Jim Cameron, Headteacher, St Margaret's Academy, Livingston includes Headteachers, Head of Service, Education Officers, Depute Headteachers and Principal Teachers, representatives from West Lothian College and the Council's Transition to Work coordinator. The group also draws on wider expertise through sub groups and aims to develop a curriculum enriched by Work Experience, Community Learning and Development, Sports, Outdoor Education and the Arts.

In order to promote equal access and to ensure maximum choice for all young people the group is considering:

- Adjustments to timetables across the eleven secondary schools to maximise teaching and accommodation resources
- Improved access to provision at West Lothian College by providing more capacity in the school timetable for senior pupils to travel to college
- Improved capacity of the college to meet demand by considering extended afternoons, twilight courses and better use of Friday afternoons when, due to the asymmetric week, pupils are not timetabled.
- Greater flexibility for senior pupils to access a wider range of training providers
- Extended opportunities for senior pupils to engage in volunteering and work experience.
- A cost effective means of accessing the wider Campus opportunities across West Lothian by reviewing current transport arrangements.
- Additionally the group are examining opportunities to enhance provision of sports, outdoor education and arts opportunities.

Progress is continuously reported through discussion/consultation sessions at each meeting of Secondary Headteachers where the outline proposals have been positively received.

The implementation of CfE is phased, as are the changes to the assessment and certification system and will not be completed until Session 2013/14 when S4-6 will move to a six column choice timetable. *(However the group have made recommendations to improve the efficiency of current arrangements for travel through*

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the existing timetabling arrangements.) Headteachers have received from the group suggested curriculum structures which provide a map for the implementation of the changes, S1 to S6 over the next three years (*link to curriculum map examples*).

Additional Details

Curriculum structure:

- In 2013/14, S4-6 pupils will have a 6 column structure plus 3 periods of SE/RE/PE
- Schools will make their own decisions, regarding their flexible progression pathways, given the needs of their individual students. The West Lothian Campus will provide for all pupils the opportunity to progress to levels 6 and 7.
- Literacy, Numeracy and Health & Well Being should be continued within the curriculum to the end of S5.
- Planning and phased implementation of changes to structures across establishments will be ongoing throughout sessions 2010-2011 and 2011-2012.

Infrastructure:

Key points for consideration are

- Transport provision
- Transport costs between schools, college courses and other providers.
- Provision of buses passes to pupils for local public transport.

Supporting Learning:

Students should receive effective support no matter where they learn and have opportunities to plan and reflect on their own learning. A Support Learning sub group has been asked to make recommendations on arrangements and key points for consideration in delivering effective Personal Support.

Partnerships:

The West Lothian Campus planning and working approach will evolve from the current arrangements. Work is ongoing to provide a West Lothian prospectus which will include schools' provision at levels 6 and 7 (potentially Level 5 for some learners), FE provision including Skills for Work, training providers, employers and the voluntary sector.

Consultation:

- Parents have been consulted and positive reactions have been received
- Consultation with pupils is at an early stage, but positive reaction has been received

D Conclusion

Work in Progress

This publication is, quite literally, a work in progress. The *Curriculum for Excellence* programme will not reach the first cohort's final year until 2015-16. Inevitably, the key features of the programme will not fully bed in until the second or, perhaps more realistically, the third cohort completes its learning journey. Likewise, best practice, will only emerge as this implementation process conyinues. In keeping with this, the schools and authorities involved with the BOCSH Group will continue to develop their thinking and practice as this process continues.

The schools and authorities involved are currently evaluating their first year of Junior Phase work, planning the remainder of the Junior Phase implementation, planning for transition to the Senior Phase and organizing the elements –learning partnerships, new/mended courses, improved learner pathways, interdisciplinary learning, support for pupils and their learning, flexibility of courses and qualifications, learner ownership – of their Senior Phase programmes.

They are also carrying out CPD programmes for their own staffs (and, in many cases, staff from other locations), developing profiling systems, revising quality assurance systems and preparing for new qualification systems. It will clearly be some time before they have completed this process.

The Need for Iteration

As this development work continues, the Case Study schools and authorities will continue to plan, implement, evaluate and modify their *Curriculum for Excellence* schemes. Inevitably, there will be several iterations of many aspects of the implementation programme outlined above. This is a crucial part of the learning of teachers and senior leaders.

To provide support for group members (and a wider audience), their progress will be itemized and published – both across the BOCSH Group and via the Wikispace noted in Section B – to encourage discussion of best practice in implementing *Curriculum for Excellence*. It is also anticipated that other schools and/or authorities will join the discussion hosted on the Wikispace.

Only through such recurring iterations of planning, implementation, review and debate will best practice emerge.

Strengths, Weaknesses, Opportunities and Threats Analysis (SWOT)

In summary, these are:

Strengths	Weaknesses
<ul style="list-style-type: none"> • Four Capacities are a sound philosophical basis • Improved learning opportunities • Improved learner pathways • Good planning by some schools and authorities • Effective leadership of some authority personnel and school senior leaders • Emphasis on combination of knowledge, understanding and skills • Emphasis on interdisciplinary learning • Removal of double qualification system (S Grade and "old" NQs) • Retention of Higher and Advanced Higher standards 	<ul style="list-style-type: none"> • Limited provision of targeted, high quality CPD • Limited provision of targeted, high quality support materials • Lack of consistency across schools and authorities • Lack of start-up finance • Failure by CfE leaders to fully engage the teaching profession • Failure by aspects of the teaching profession to fully engage with CfE • Lack of effective communication strategy with parents and employers
Opportunities	Threats
<ul style="list-style-type: none"> • Improved quality of learning and teaching • Improved pupil ownership of learning • Improved pupil choice • Improved support for pupils and their learning • Improved involvement of teachers in planning and leading education • Improved range of curricular pathways • Improved pupil attainment • Improved range and quality of pupil achievement • Improved standing in international comparisons • Improved involvement of community partners • Increased depth of knowledge and understanding 	<ul style="list-style-type: none"> • Possible union action • Overall Authority financial positions across the next 3-5 years • Lack of readiness for new courses and qualifications by some teachers/departments/schools/EAs • Difficulties in managing possible staffing balance changes within schools/across authorities • Possible delays to introduction of new SQA qualification system • Possible errors of standards in qualifications • Possible failure of intended Level 4 curriculum: Level 4 assessment equivalence • Difficulties in managing assessment/moderation of National 4 qualifications • Issues related to possible continuation of old exam system after 2014 (especially 2 – stage change from S grade - old NQ - new NQ)

E Appendices

Appendix A Membership of the Self-Help Group

During this phase of its work, the membership of the Building Your Curriculum Self-Help Group has included:

Mr Frank Berry	North Lanarkshire Council	chairman (until 10/10)
Mr James Cameron	West Lothian Council	
Mr Gordon Bone	South Ayrshire Council	
Mr Graeme Hutton	West Dunbartonshire Council	
Mr Bill Irwin	Highland Council	
Mr John Kerr	South Lanarkshire Council	
Mr Gerry McCormick	North Lanarkshire Council	
Mr George Milne	Aberdeen City AND Moray Council	
Mr Jim Scott	Perth & Kinross Council	chairman (from 10/10) and editor
Mr Alan Ward	East Ayrshire Council	
Mrs Eileen Young	Renfrewshire Council	

Sincere thanks are expressed by group members for the support provided by their schools and councils in encouraging the work of the group.

Thanks are also expressed to national agencies (e.g. Learning & Teaching Scotland) for support provided to the group during the production of this report.

Appendix B Blank Case Study Proforma

These are the main headings for any school or authority considering the development of parallel sets of Case Studies. For “standard” sub-headings, please see the full case Studies on the CD or Wikispace.

Schools or authorities developing Case Studies are invited to consider offering them as part of the mutual support and CPD resource on the BOCSH Wikispace. Please see Section B of the report for details.

Case Study: Anytown High School - XX Pupils

SENIOR PHASE - DRAFT TEMPLATE

1 Introduction

This case study ...

2 Description of School

This school is ...

3 Junior Phase - Summary

Our arrangements ...

4 Implementation of Senior Phase Curricular Structure

The process of

5 Staffing, Rooming and Timetabling

Planning for Curriculum for Excellence has been

6 Leading Whole-School Transition in the period 2010–2016

The school embraced *Curriculum for Excellence* at

7 Development of Assessment, Reporting and Qualifications

Aspects of this area are still not

9 Appendices

To include:

- A
- B
- C

Appendix E Key Questions for Curricular Leaders

CURRICULUM PLANNING

- What issues and challenges do you face in adapting your current curriculum structures to *Curriculum for Excellence*?
- What initiatives have you undertaken to develop skills in the curriculum and what barriers need to be overcome to embed and extend these?
- How well do your current curriculum structures meet the four contexts for learning and the demands of the four capacities? What areas will require most development?
- What strategies will you adopt to develop consistent application of standards and policies across departments and teams?
- It is important that more able children and those who make faster progress do not race through the levels. How can you plan greater variety of contexts, depth and greater challenge into the experiences and outcomes for these children and young people?
- What opportunities are there for staff to work collaboratively to review and plan structured and balanced programmes?

AUTHORITY SUPPORT

- There is a necessary balance between those aspects of CfE which the school must lead and develop and those which the local authority must support, develop or lead. What strengths are being developed by your school/authority in the leadership and implementation of CfE. How can these be used to support fellow schools/authorities? What aspects of local authority support/moderation would you value most in assisting you with the implementation of CfE?
- Which of the issues highlighted in your response to the first question of the CURRICULUM PLANNING section are in most need of support from your authority and/or the Scottish Government?

CURRICULUM FRAMEWORKS

- What possibilities do you see for developing curriculum structures for the Junior Phase (S1 to S3) to ensure breadth and depth of study?
- How will you develop your curriculum framework to ensure opportunities for collaborative working across curriculum areas?
- How will you develop a balance between subject-based learning and interdisciplinary learning? What will that balance be?
- What strategies need to be adopted to embed literacy, numeracy and health and wellbeing across the curriculum
- How will you structure the senior phase to provide greater flexibility of pace and choice for young people?
- What developments will be required to build more effective arrangements with partners who contribute to the young person's learning at the senior phase to ensure it is coherent and inclusive?

LEARNING AND TEACHING

- What are the implications of *Curriculum for Excellence* for your current learning, teaching and assessment policies and practices?
- Does your curriculum provide a sufficient emphasis on active learning approaches that encourage creativity, enterprise and innovation?
- How effectively do you make clear to learners what they are learning, what success looks like and what is expected of them? Do you provide high quality feedback to learners about how much/how well they have learned? How are learners involved in this process?
- How can you cluster experiences and outcomes into meaningful groupings to provide appropriate and exciting contexts for learning?
- How will you plan opportunities for learners to progress within levels through deepening learning and understanding within a curriculum area and how will you record this?
- How will you ensure that learning activities provide appropriate support and challenge to enable young people to develop as independent and cooperative learners?
- How will you ensure that literacy, numeracy and health and wellbeing are developed progressively at all stages and in a range of contexts?
- What support will you need to help make informed decisions about allowing learners to progress between levels at appropriate points?

TRANSITION

- How well do your transition procedures at P7 to S1 ensure a smooth, seamless transfer with continuity of learning and teaching approaches, appropriate progression and appropriate transfer of information? How will you further develop these procedures?
- How do you ensure a smooth transition from P7 to S1 for your most vulnerable young people, including your looked after children? How could you best develop this?
- How would you develop arrangements to ensure a smooth transition to the senior phase in school and other settings to ensure continuity and progression in learning?

SUPPORT

- How will you provide appropriate (personal) support to assist young people in planning their learning in the most appropriate way?
- What Support strengths have you developed that you could share with others?
- Do you have a timetabled focus for Support/ What is your rationale for this?
- What additional support might vulnerable young people, including looked after children, need?
- How could you involve partners in supporting your young people?
- What are the planning and implementation issues in providing young people with opportunities and support to stay in learning after 16?
- How will you use Curriculum for Excellence to provide opportunities and pathways

for all learners, including those with additional support needs and those who require more choices and more chances to progress?

- In what ways do you ensure that children (and parents/carers) are partners in the learning process?
- What remaining issues and challenges do you face in implementing Support?

INTERDISCIPLINARY LEARNING (IDL)

- How will you ensure that IDL is planned around clear purposes, is based upon appropriate experiences and outcomes, is based on a range of approaches, ensures progression in skills and knowledge/understanding and supports mixed-stage learning, interest and personal progression?
- How is your authority/school approaching IDL? For example, are you implementing IDL through thematic approaches, coordinated cross-curricular learning, project work, days out of curriculum, cognate subject developments or by some other means?
- How have you prepared teaching and leadership colleagues for involvement in/leadership of IDL in your school/authority?
- What challenges has IDL thrown up for you – for example, in staffing, rooming, leadership, resources, assessment and CPD? From your experience of this, what solutions could you offer to assist others?

SKILLS

- What balance of skills development versus acquisition of knowledge and understanding do you envisage for your learners? Are there different balances for different target groups?
- How do you ensure good partnership working to deliver skills for life and skills for work?
- How are you communicating success in skills to pupils, parents and employers?

ATTAINMENT AND ACHIEVEMENT

- How will you ensure that you offer pathways to permit young people to gain the numbers and levels of qualifications which they need?
- How will you seek to ensure the appropriate balance between providing a framework to study for qualifications whilst providing other planned opportunities?
- How will you develop systems and practices which encourage young people and their teachers to build up a profile, or framework for recognising personal achievements, of each young person's learning?
- How can you build on your practice in personal learning planning to support young people in evaluating and recording their development in skills for learning, skills for life and skills for work?
- A summary of personal achievement should be supported and informed by a variety of partners. How could you develop partnership working to build a shared picture of achievement particularly in literacy and numeracy?
- How could you ensure that frameworks for recognising personal achievements motivate and support all young people?

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